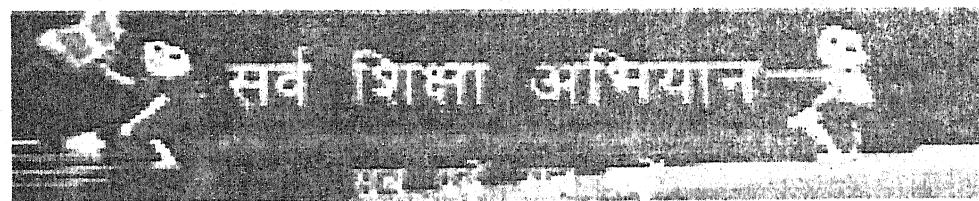


MONITORING AND EVALUATION OF
SARVA SHIKSHA ABHIYAN,
DISTRICT- RAE BARELI
UTTAR PRADESH



12
U.P. Education
Education
370
BAS



Submitted to the
Ministry of Human Resource Development, New Delhi

By
Dr. B.K. BAJPAI
Senior Fellow

Giri Institute of Development Studies

Sec-O, Aliganj, Lucknow-226 024

PREFACE

Sarva Shiksha Abhiyan is an effort to universalize elementary education through community ownership of the school system. The programme is to provide useful and relevant elementary education for all children by 2010. The emphasis of this programme is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing 8 years of schooling for all children in 6-14 age group. The thrust is upon bridging of gender and social gaps and a total retention of all children in schools. With this framework it is expected that the education system would be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

These expectations from the existing SSA framework call for proper implementation of approved plans at district and state levels. It is also required to keep track on the achievement on important outcome indicators and to verify the process and procedures undertaken for the implementation of SSA. Under this process, the GIRI Institute of Development Studies has been appointed as a nodal agency for monitoring and evaluation of SSA programme of the state of Uttar Pradesh by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

The Institute has prepared the present report in the capacity of monitoring and evaluation agency for the evaluation of SSA programme in Rae Bareli district of Uttar Pradesh. We are thankful to Shri Ravi Chand, IAS Department of School Education and Literacy, MHRD, Government of India for assigning this task to us. We are also thankful to Shri Girija Shankar & Sri O.P. Chaturvedi, Senior Consultants, Monitoring (Ed.-CIL) for lending their all-possible cooperation to undertake this assignment.

The implementation of SSA programme at the state level being undertaken by the office of SPD under the able leadership of Shri Deepak Trivedi, IAS (SPD) and Shri Mahendra Pratap Agrawal, IAS (ASPD), we are immensely grateful to them.

The credit of successful accomplishment of the task goes to the director of the institute Prof. AK Singh who has created required research insight and atmosphere in the institute for the same. We express our deep sense of gratitude to him.

The proper coordination between SPD office, District BSA office and the nodal agency has been made by Dr. S.S. Sirohi, Senior Professional SPD office. He has provided all cooperation and help in this direction, we are thankful to him.

I feel obliged to my colleagues Dr. Fahimuddin and Dr. R.C.Tyagi for their continuous support and suggestion while working for this report. We are also thankful to members of research team Dr. Anil Kumar, Dr. R.K.Jaiswal, Mr. Ajay K.Singh, Mr. Kaleem, Mr. Ajit Singh, Mr. Naveen Roy, Mr. Shailesh Srivastava, Mr. Ajai K. Dubey, Mr. Zuber Akhatar, Ms. Atika and Mr. Abhishek Singh for their hard work to complete the report.

Last but not least, our thanks are due to Mr. Manoharan, K. and Mrs. Geeta Bisht for efficient handling of typing work and to Mr. R. S. Bisht for maintaining official records.

Date: May, 2007

Dr. B.K.Bajpai

CHAPTER-III	INFRASTRUCTURAL FACILITIES IN SCHOOLS	23-30
3.1	Establishment and Construction of Schools	23
3.2	Availability and Utilization of Classrooms	24-25
3.3	Availability of Infrastructure in schools	25-26
3.4	Availability of Drinking Water	27
3.5	Toilet Facility	27-29
3.6	School Environment	29
3.7	Condition of School Building	29-30
3.8	Reasons for Bad Condition	30
CHAPTER-IV	TEACHER, TRAINING AND ENROLMENT	31-45
4.1	In Position Teachers and Attendance	31-33
4.2	Teachers Training	33-35
4.3	Enrolment and Attendance	35-37
4.4	Efforts to Improve Students Attendance	37-38
4.5	Achievement Level of Students	39-40
4.6	Students Behaviour with their Teachers	40
4.7	Students Enrolment with Less or More Age and Drop-out	40-42
4.8	Children With Special Needs (WSN)	42-44
4.9	Free Text Book Distribution	45
CHAPTER-V	MID-DAY MEAL PROGRAMME	46-53
5.1	Details of Mid-Day Meal in Schools	46-48
5.2	Social Status of Cooks	48-49
5.3	Infrastructure of MDM Programme	49-50
5.4	Cleanliness and Inspection of MDM	51
5.5	Supply of Micro Nutrients	51-52
5.6	Parents and VEC Participation in MDM	52-53
CHAPTER-VI	VECs, GRANTS AND T.L.M.	54-63
6.1	VEC Members	54-55
6.2	VEC Meetings	55-57
6.3	VEC Training	57-58
6.4	Role of VEC for Improving the School Conditions	58-59
6.5	Grants for Primary and Upper Primary Schools	59-61
6.6	Availability of Construction Records with VEC	62
6.7	Teaching Learning Materials (TLM)	62-63
CHAPTER-VII	CIVIL WORK	64-68
7.1	Construction of School Buildings	64-65
7.2	Construction of Toilets and Installation of Hand Pumps	65-66
7.3	Technical Supervision of Construction Work	66-68

CHAPTER-VIII	OTHER PROGRAMMES AND BRC/NPRC INPUT	69-76
8.1	Kasturba Gandhi Balika Vidyalaya (KGBV)	69
8.1.1	Teachers and Other Staff in KGBV	69
8.1.2	Social Category of Students	69-70
8.1.3	Infrastructure of KGBV	70
8.2.1	Residential Bridge Course (RBC)	70-71
8.2.2	Social Category of Students in RBC	71
8.3	Status and Staff of NRBC	71
8.4	National Programme for Education of Girls at Elementary Level (NPGEEL)	72
8.5	Education Guarantee Scheme (EGS), AIE and Madrasa	73
8.6	Students Attendance	73-74
8.7	Academic Input of BRC/NPRC Coordinators	74
8.8	District Information System for Education	75
8.9	Investigators View about the Schools	75-76

LIST OF TABLES

Sl. No.	Title	Page No.
1.1	No. of Total Schools in Rae Bareli District	2
1.2	No. of Sample Schools in Rae Bareli District	3
1.3	Distance of Sample Schools from BRC/NPRC	4
2.1	Literacy Rate of Rae Bareli and U.P.	5
2.2	Details about Opening of Schools	7
2.3 (A)	Details about Primary School Teachers	8
2.3 (B)	Details about Upper Primary School Teachers	8
2.4	Mode of Recruitment of Teachers	9
2.5	Details about In Service Training of PS & UPS	9
2.6	Teachers Orientation Training	10
2.7	Details about T.L.M. Grant	10
2.8	Details about Text Books Distribution	11
2.9	Details of Children and their Enrolment in Schools	12
2.10	Status of Civil Work Sanctioned for the Financial Year - 2006-07	13
2.11	Details about School Grants	14
2.12	Details about EGS/AIE Centres	15
2.13	Details about Children's Enrolment in the EGS/AIE Centres	16
2.14	Educational Qualification of Education Volunteers	16
2.15	Children Mainstreamed from EGS/AIE Centres	17
2.16	Details about BRC/NPRC	17
2.17	Children with Special Needs (CWSN)	18
2.18	National Programme for Education of Girls at Elementary Level	19
2.19	Details about KGBV	20
2.20	Teaching and Other Staff in KGBV	20
2.21	Details About District Level Officials	21
3.1	Year of Establishment and Construction	22
3.2	Availability and Utilization of Classrooms	23
3.3	Availability of Infrastructure in Schools	24
3.4	Drinking Water Facility	26
3.5	Toilet Facility	27
3.6	Reason for Non-use of Toilets	28
3.7	Environment at the Schools	28
3.8	Condition of School Buildings	29
3.9	Reasons for Bad Condition	30
4.1	Teachers and their Attendance in Primary School	30
4.2	Teachers and their Attendance in Upper Primary School	31
4.3	Teachers Training	32
4.4	Enrollment and Presence of Students	34
4.5	Reasons of Absenteeism among Students	36
4.6	Efforts for Improving Students Attendance	37
4.7 (A)	Grading System in schools	38

4.7 (B)	Achievement Level in Student's Test	39
4.8	Behaviour of Students with their Teachers	39
4.9(A)	Student Enrolled with Less or More Age Group	40
4.9(B)	Drop-out and Related Information	41
4.10(A)	Children with Special Needs (CWSN)	42
4.10(B)	Provisions for Children with Special Needs (CSWN)	43
4.11	Free Text Book Distribution	44
5.1(A)	Details about Mid-Day Meal Scheme	45
5.1(B)	Mid-Day Meal on the Day of Team Visit	47
5.2	Status of Cooks under MDM	48
5.3	Infrastructures for MDM	49
5.4	Awareness and Food Inspection	50
5.5	Food Supplements	51
5.6	Participation of Parents/VEC in MDM	52
6.1	Gender-wise VEC Members	52
6.2	Social Categories-wise VEC Members	54
6.3 (A)	Details about VEC Meeting	54
6.3 (B)	Agendas of VEC Meetings	55
6.4	Sex and Case-wise VEC Members Attending the Meeting	56
6.5	Details about VEC Training	57
6.6	Role of VEC for Improving the Conditions of Schools	58
6.7	Head-wise Grants for Primary Schools (2006-07)	59
6.8	Head-wise Grants for Upper Primary Schools (2006-07)	60
6.9	Availability of Construction Related Records with VEC	61
6.10	Details about Teaching Learning Materials	62
6.11	Use of TLM by Teachers	63
7.1	Construction of School Buildings	63
7.2	Construction of Extra Rooms	64
7.3	Under Construction and Proposed Hand-Pumps and Toilets	65
7.4	Status of Technical Supervisor	66
7.5	Inspection and Views about Construction Works	66
8.1	Teachers and Other Staff in KGBV	67
8.2	Social Category of Students in KGBV	69
8.3	Teachers and other Staff in Sample RBC	70
8.4	Social category of Students in RBC	71
8.5	Status and Staff of NRBC	71
8.6	Details of Sample NPEGEL Centres	72
8.7	EGS/AIE and Madrasa Centres in Rae Bareli District	73
8.8	Details of Academic Input Provided by Coordinator	74
8.9	Views of Investigators Regarding Schools	75

EXECUTIVE SUMMARY

SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In other words, Sarva Shiksha Abhiyan is –

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS:

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

OBJECTIVES:

- All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.

- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

PREPARATORY ACTIVITIES:

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months. The preparatory phase provides for the following:

- Office equipment as per need,
- Cultural activities for mobilization for SSA,
- Computer hardware and software for effective MIS at the district level,
- School-based activities up to Rupees 1000 to a school,
- Household surveys and preparation of habitation Plans up to Rs. 3 per household,
- A set of base line Studies, etc.

SCOPE OF WORK:

The Programmes to be covered include:

- Sarva Shiksha Abhiyan
- Achievement level of primary and upper primary schools.
- Mid-Day Meal Scheme
- Kasturba Gandhi Balika Vidyalaya
- National Programme for Education of Girls at Elementary Level.
- Alternative schooling.

STUDY SAMPLE AND DESIGN:

There are 1661 primary and 414 upper primary schools, 28 AIE, 56 EGS, 13 Maktab / Madrasas, 19 RBCs, 53 NRBCs, and 181 cluster model schools for NPEGEL in the district. All type of schools / centres are 2427 as presented in Table 1.1, out of these, there are 2 Kasturba Gandhi Balika Vidyalaya in the district.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 5 blocks and 1 urban area of the district (including 1 block taken only for KGBV). The entire sample consists of 84 primary and 22 upper primary schools. 3 EGS, 2 AIE, 2 Madrasa and 3 NRBC, 1 RBC Centre and 1 KGBV. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Apart from the above, 9 NPEGEL Centres out of 181 running upper primary schools of the district have also been covered in the sample.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

FINDINGS AND SUGGESTIONS:

- Sanctioned primary and upper primary schools for the year 2006-07 have not been opened so far in the district.
- All the sanctioned schools should have been opened in the district.
- The sanctioned teachers at primary and upper primary school levels during 2006-07 have not been appointed in the district.
- Non appointment of sanctioned teachers should be taken up on the priority basis and appointment must be made immediately.
- More than 92 per cent of target numbers of teachers were imparted in service training at primary and upper primary levels.
- Efforts should be made for imparting in service training to all the teachers.

- Orientation training has not been provided to adequate number of teachers at primary school level. No training has been given to the upper primary school teachers.
- Orientation training needs to be given to larger number of primary schools teachers.
- Target of teachers' refresher training should be fixed by the BSA.
- All the eligible primary and upper primary school teachers have received TLM grant in the district.
- About 70 per cent of the total textbook distribution has been by SSA and rest through state government funds in the district.
- High enrollment of 6-11 and 11-14 years age children has been found in Rae Bareli district.
- However, the enrollment of girls as against the boys is relatively lower.
- Enrollment of students in 11-14 years age needs to be increased in Rae Bareli district.
- The construction of newly sanctioned primary and upper primary school buildings could not be started due to non availability of funds.
- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers in such activities needs to be minimized.
- Construction of additional rooms in primary schools needs proper care as the need assessment for extra rooms appears to be superficial.
- Mainstreaming has been done in govt. schools in all cases as reported by
- School grants were not released in the district during 2006-07 owing to some dispute between the officials and local leaders.
- None of the EGS/AIE was upgraded in the district during 2006-07 despite the required sanction for the same.
- EVs have been trained through DIET faculty the BSA, Rae Bareli
- Only 8 per cent of the total identified CWSN children were provided aids and appliances in the district.
- Large number of parents needs to be counseled about CWSN.

- The large number of students is required to be provided with aids and appliances those are belongs to the category of CWSN.
- NPEGEL programme was running in the district, but gender coordinator was not in position.
- The electricity was made available only in 24.86 per cent model clusters of the district.
- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible.
- Evaluator has found coordination among district coordinators, MIS incharge and clerical staff of BSA.
- Some posts in expert BSA office were found vacant.
- These should be filled to run the programme successfully.
- Most of the primary schools (82.15 per cent) were established before ten years and the construction of 75 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 59.09 per cent schools have been established before ten years and 59.09 per cent of them were constructed before ten years.
- This shows the most of the constructions were completed and there was no package.
- Thus emphasis is required not only on the establishment of new schools but also their subsequent construction.
- The maximum no. of 24 schools (28.57 per cent) of the sample primary have 4 rooms and 5 (22.72 per cent) upper primary schools have also 4 rooms available.
- But maximum 25 primary schools (29.76 per cent) use 3 rooms and 25 upper primary schools (77.27 per cent) also use 3 rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.
- About 72 per cent schools have play ground.

- Only 41.51 per cent schools are with boundary walls.
- About 69 per cent schools have sports items.
- Only in 57.55 per cent schools students, use the available sports items.
- 91.51 per cent schools have mats and furniture.
- 97.17 per cent schools have blackboards in classroom.
- 42.45 per cent schools are without Verandah.
- 53.78 per cent schools have at least one Verandah in the campus.
- Only 3.77 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Playground should be available in all schools.
- Provision mats and furniture for sitting school student's in the class should be in each school.
- The availability of drinking water facility is 94 per cent in Primary Schools and about 91 per cent in Upper Primary School.
- The convergence of drinking water facility with Swajaldhara has been 23.24 per cent schools.
- 38.38 per cent funding of drinking water facility is done through SSA and again 38.38 per cent through other sources.
- The drinking water facility should be made available in all primary and upper primary schools.
- Toilet facilities are available, to 70.24 per cent for boys and 69.05 per cent for girls at primary level.
- At upper primary level, the toilet facilities are provided to 59.09 per cent for boys and 72.73 per cent for girls.
- Out of total sample, in 25 schools at primary level and 6 at upper primary level are not having toilet facility.
- For providing the facility, the TSP convergence should be utilized, as it is relatively low at present.
- Existing toilet facilities are not used in 25.42 per cent of primary and in 4.55 per cent of upper primary schools.

- In more than 21 per cent sample schools of the district, the toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.
- Overall school environment is found to be good, but provision of health facilities in school is not adequate. Initiatives in this respect are required more frequently.
- 9 per cent upper primary school buildings are in bad shape.
- More than 15 per cent primary school buildings are also like this.
- In this view, special provision of repairs should be made to consider the students' safety.
- In 15.48 per cent out of total primary schools, which are in bad conditions, there are cracks in roof (30.77 per cent) and in 38.46 per cent schools; the cracks are in plasters. Same problem is identified in 2 upper primary schools (100 per cent) also. This may cause accidents. In view of this, the repair work should be taken up at the earliest.
- The teacher-students ratio is not found unsatisfactory (1:51 and 1:56)* in primary and upper primary schools.
- There is a huge difference between number of sanctioned and in position teacher in schools. Around 72 per cent of the sanctioned teachers are found working.
- Teachers' attendance is also not found up to the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary and upper primary schools.
- 81.31 per cent of working teachers have received training.
- Around 87 per cent working teachers in primary schools have received training.
- More than 53 per cent of upper primary school teachers have received training.
- Around 39 per cent trainees received training of 1 to 3 days duration.
- 52.05 per cent trainees received training of 4 to 6 days duration.
- 9.32 per cent trainees received training of 7 to 14 days duration.
- Training module lacks training of core subjects like Maths and English.

- Training duration should be longer and it should be in summer vacation.
- Low percentages of working teachers of UPS are getting training.
- There has been a difference between enrolled students and presence of students in primary and upper primary schools.
- Only 54.64 per cent of the enrolled students were present on register and around 45 per cent on the day of visit in primary schools.
- 95.42 per cent of the enrolled students were present on register and more than 91 per cent on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members especially in primary schools.
- 69.89 per cent students were found absent due to their involvement in agricultural activities. This should be discussed with PTAs frequently.
- Around 10 per cent students were absent due to other reasons.
- 8.60 per cent schools students don't want to go just because of improper education facility. Attention should be paid in this respect.
- Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient.
- Role of parent's teachers meetings were minimum in this respect. There should be more concerted efforts and in each primary school to improve students attendance.
- There should be a more efficient and regular monitoring system to check students attendance.
- The achievement of students in test as per prescribed norms is found satisfactory in 40.57 per cent primary and upper primary schools. But the performance of around 34 per cent students in an exclusive test has been found poor in both categories of schools.
- More serious efforts are required to improve the performance of the students, by the teachers as well as parents.
- 90.57 per cent students' behavior with their teachers was found good and satisfactory.

- Teachers should maintain their dignity and moral teaching should be done.
- More than 1.0 to about 6 per cent of the total enrolled students was not found to be enrolled as per prescribed age norms in primary and upper primary schools.
- Majority of such students belongs to the higher age group.
- The respective VECs may take up required steps to streamline the students' enrollment at the suitable age.
- Over all dropout rate ranged from 3.57 to 6.24 per cent in schools but this is higher (12.20 per cent) among boys of upper primary schools.
- In the study sample 67 primary and 20 upper primary schools are having drops out students.
- On an average 4.13 to 10.25 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' drop out in primary schools is higher than upper primary schools. The overall dropout rate is higher among boys at primary and upper primary levels.
- Introduction of new programmes to control the drop out in required.
- Enrollment of existing CWSN is 86.09 per cent in the district.
- The availability of appliances and aids is only 23.08 per cent of the total enrolled students. Whatever is made available cannot be utilized properly in the absence of required ramps in the schools.
- It is required to improve the availability of appliances and complete the construction of ramps in the schools.
- In more than 13 per cent schools distribution of books was not found in time.
- Main reason was less number of available books in the schools.
- Proper coordination between SPO, DPO and school is required.
- 7 primary schools are not providing meal to the students under mid day meal scheme.
- The availability of food under MDM programme has been the problem in the sample schools and also non-availability of food as per menu has

been a problem in 46.43 per cent schools. The payment of cooks has not been timely in more than 55.84 per cent schools.

- Around 31 per cent schools are still without kitchen.
- Even in schools with kitchen food is cooked in open ground in majority of the schools.
- 15.48 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students do not follow it during MDM.
- 76.62 per cent schools are inspected regularly for MDM.
- Only 5.95 per cent schools are providing micro-nutrition supplement to the students.
- Overall participation of parents and VEC in MDM is not satisfactory in most of the schools.
- Average number of VEC members in the district is low due to the under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.
- Representation of female members in meetings was adequate.
- Members attended VEC meetings without adequate female member's presence.
- 75 per cent in primary schools and 81.82 per cent in upper primary schools organized training programme for VEC members.
- About 97 per cent of primary and 92 per cent of upper primary schools' VEC members were trained.
- Most of VEC members were found to be unsatisfied from training programme.
- The good quality training should be organized for each school for each VEC member.
- None of primary school was found to be as best, with respect to improving school conditions by VEC members.
- Their satisfactory role was reported in 48.21 per cent in primary and 45.45 per cent in upper primary schools.

- In more than 43 per cent of primary and around 41 per cent of upper primary schools, the role of VEC was found bad in this respect.
- The role of VECs' should be made more important for improving schools conditions. Hence, VEC members should play more active role in this respect.
- Grant for building and boundary construction has not been received in primary schools.
- Money has been withdrawn from account in some cases but construction work has not been started yet.
- For different types of constructions, unutilized grants are found.
- Better monitoring of construction work and fund utilization is required for the achievement of expected results.
- Most of the VECs did not have any school construction related records.
- This is one of the main reasons for misuse of fund and slow progress of construction work in schools.
- Uses of TLM by the student have been around 61 per cent in primary and upper primary schools.
- The unsatisfactory construction work has been reported in 6.25 per cent cases.
- The main reason of unsatisfactory work is slow progress and low quality of building material.
- Strict supervision of construction work is suggested.
- Dominant persons like president of district basic education and teachers should not be involved in construction work.
- There are two KGBVs found functional in the district.
- The payment of EGS/AIE teachers has been regular in most of the cases and irregular in some cases.
- The students' attendance in the alternative schooling centres is good.
- Most of the EGS/AIE centres are functioning properly.
- The Centres are deprived of TLM, MDM and other programmes.
- Proper records are maintained.

- VEC members are required to be oriented for the development of alternative schooling.
- BRC Coordinators' visits were found on an average less than once in a month in both (primary and upper primary school) for providing academic input.
- NRPC coordinators' visits were also less than once in a month in both type of schools.
- The filled in data capture formats have been sent to the district office.
- General school conditions were better at the upper primary school level as compared to the primary level as reported by the by the investigators.

CHAPTER I

INTRODUCTION

1.1 About Sarva Shiksha Abhiyan (SSA):

SSA is an effort to universalize elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 years age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

1.2 Objectives of Present Study:

The present study is regarding the Monitoring and Evaluation of Sarva Shiksha Abhiyan implemented in Rae Bareli District of Uttar Pradesh. The objectives of the study are:

- (i) Assess the progress of implementation of approved plans at district level and state level.
- (ii) To check progress in achievement of some key outcome indicators through sampling.
- (iii) Verify process and procedures undertaken for the implementation of SSA.

1.3 Scope of Work:

The Programmes to be covered include:

- (i) Sarva Shiksha Abhiyan
- (ii) Achievement Level of Primary and Upper Primary Schools
- (iii) Mid-Day Meal Scheme
- (iv) Kasturba Gandhi Balika Vidyalaya
- (v) National Programme for Education of Girls at Elementary Level.
- (vi) Alternative Schooling etc.

1.4 Study Sample and Design

There are 1661 primary and 414 upper primary schools, 28 AIE, 56 EGS, 13 Maktab / Madrasas, 19 RBCs, 53 NRBCs, and 181 cluster model schools for NPEGEL. All type of schools / centres are 2427 as presented in Table 1.1, including 2 Kasturba Gandhi Balika Vidyalaya in the district.

Table 1.1: No. of Total Schools in Rae Bareli District

Sl No.	Name of Block	PS	UPS	NPEGEL	EGS	AIE	Madrasa/ Maktab	Bridge Course		KG BV	Total	
								RBC	NRBC			
1	Amawan	93	28	8	2	2	1	0	5	0	139	
2	Bachhrawan	83	32	9	2	0	1	1	0	0	128	
3	Bahadurpur	51	14	5	5	0	3	2	0	0	80	
4	Chhatoch	54	16	7	8	3	0	2	0	0	90	
5	Dalmau	92	21	13	5	3	0	1	2	0	137	
6	Deen Shah Gaura	56	19	8	2	0	0	1	2	0	88	
7	Deeh	70	11	8	0	5	0	1	0	1	96	
8	Harchandpur	77	23	8	3	2	0	1	2	0	116	
9	Jagatpur	46	11	5	0	0	0	0	3	0	65	
10	Kheron	102	28	10	2	0	0	0	4	0	146	
11	Lalganj	93	20	9	0	0	0	0	1	0	123	
12	Maharajganj	76	22	8	3	0	1	1	6	0	117	
13	Nagar Kshetra	34	9	13	0	10	3	1	0	0	70	
14	Rohaniya	31	8	6	0	0	1	0	0	0	46	
15	Rahi	97	33	11	2	0	1	0	0	0	144	
16	Sataon	84	19	7	4	1	0	2	1	0	118	
17	Singhpur	80	15	10	3	0	2	1	0	0	111	
18	Sareni	116	28	0	0	0	0	0	0	0	144	
19	Shivgarh	79	15	7	5	1	0	2	13	0	122	
20	Salon	94	18	13	5	1	0	2	2	1	136	
21	Tiloi	88	14	10	2	0	0	1	9	0	124	
22	Unchahaar	65	10	6	3	0	0	0	3	0	87	
		Total	1661	414	181	56	28	13	19	53	2	2427
		Sample No. of Schools	84	22	9	3	2	2	1	3	1	127
		% of Sample Schools	5.06	5.31	4.97	5.36	7.14	15.38	5.26	5.66	50.00	5.23

Source: SSA Programme, BSA Office, District - Rae Bareli.

The sample for survey in primary and upper primary schools was drawn on the basis of random sampling method. The sample primary and upper primary schools were taken from each of the 6 blocks and 1 urban area of the district (including 1 block which

was taken only for KGBV). The entire sample consists of 84 primary and 22 upper primary schools. 3 EGS, 2 AIE, 2 Madrasas, 3 NRBC, 1 RBC Centre and 1 KGBV also selected for sample. The detail sample size has been shown in Table 1.2. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table 1.2: No. of Sample Schools in Rae Bareli District

Sl. No	Name of Blocks	Primary School	Upper Primary School	NPEGEL	EGS	AIE	Madrasa/ Maktab	Bridge Course		KGBV	Total
								RBC	NRBC		
1	Amawan	93 (28.10)	28 (27.18)	8 (17.78)	2 (18.18)	2 (16.67)	1 (12.50)	-	5 (71.43)	-	139 (26.63)
	Sample no. of Schools	24 (28.57)	6 (27.27)	3 (33.33)	1 (33.33)	1 (50.00)	-	-	2 (66.67)	-	37 (29.13)
2	Bahadurpur	51 (15.41)	14 (13.59)	5 (11.11)	5 (45.45)	-	3 (37.50)	2 (50.00)	-	-	80 (15.33)
	Sample no. of Schools	13 (15.48)	3 (13.64)	1 (11.11)	1 (33.33)	-	-	-	-	-	18 (14.17)
3	Deen Shah Goura	56 (16.92)	19 (18.45)	8 (17.78)	2 (18.18)	-	-	1 (25.00)	2 (28.57)	-	88 (16.86)
	Sample no. of Schools	14 (16.67)	4 (18.18)	1 (11.11)	1 (33.33)	-	-	-	1 (33.33)	-	21 (16.54)
4	Nagar Kshetra	34 (10.27)	9 (8.74)	13 (28.89)	-	10 (83.33)	3 (37.50)	1 (25.00)	-	-	70 (13.41)
	Sample no. of Schools	9 (10.71)	2 (9.09)	1 (11.11)	-	1 (50.00)	1 (50.00)	1 (100.00)	-	-	15 (11.81)
5	Rahi	97 (29.31)	33 (32.04)	11 (24.44)	2 (18.18)	-	1 (12.50)	-	-	-	144 (27.59)
	Sample no. of Schools	24 (28.57)	7 (31.81)	3 (33.33)	-	-	1 (50.00)	-	-	-	35 (27.56)
6	Deeh	-	-	-	-	-	-	-	-	1 (100.00)	1 (0.19)
	Sample no. of Schools	-	-	-	-	-	-	-	-	1 (100.00)	1 (0.79)
	Total	331 (100.00)	103 (100.00)	45 (100.00)	11 (100.00)	12 (100.00)	8 (100.00)	4 (100.00)	7 (100.00)	1 (100.00)	522 (100.00)
	Sample no. of Schools	84 (100.00)	22 (100.00)	9 (100.00)	3 (100.00)	2 (100.00)	2 (100.00)	1 (100.00)	3 (100.00)	1 (100.00)	127 (100.00)

Source: SSA Programme, BSA Office, District - Rae Bareli.

Note -Deeh block was selected only for KGBV.

Apart from the above, 9 NPEGEL Centres out of 181 running cluster model schools of the district have also been covered in the sample.

The other information relating to the functioning and progress of SSA Programme in the district have also been collected from SPD Office at the state level and from the office of the District Basic Shiksha Adhikari.

The following Table 1.3 provides the distance-wise break-up of the sample primary and upper primary schools from BRCs and NRPCs of the district.

Table 1.3: Distance of Sample Schools from B.R.C./N.P.R.C.

Sl. No	Distance	Primary School	Upper Primary School	Total
1	<u>BRC</u>			
	Within 3 KM	15 (17.86)	5 (22.73)	20 (18.87)
	3 to 5 KM	11 (13.09)	6 (27.27)	17 (16.04)
	5 to 8 KM	18 (21.43)	6 (27.27)	24 (24.64)
	Above 8 KM	40 (47.62)	5 (22.73)	45 (45.45)
	Total	84 (100.00)	22 (100.00)	106 (100.00)
2	<u>NRPC</u>			
	Within 3 KM	48 (57.14)	14 (63.64)	62 (58.49)
	3 to 5 KM	20 (23.81)	5 (22.73)	25 (23.58)
	5 to 8 KM	13 (15.48)	2 (9.09)	15 (14.15)
	Above 8 KM	3 (3.57)	1 (4.54)	4 (3.77)
	Total	84 (100.00)	22 (100.00)	106 (100.00)

Source: Based on Field Survey

CHAPTER-II

EDUCATIONAL PROFILE OF RAE BARELI DISTRICT

2.1 Introduction:

The district is irregular in shape but fairly compact. It forms a part of the Lucknow Division and lies between Latitude 25° 49' North and 26° 36' North and Longitude 100° 41' East and 81° 34' East. On the North it is bounded by tehsil Mohanlal Ganj of district Lucknow and tehsil Haidergargh of district Barabanki, on the east by tehsil Mussafir Khana of district Sultanpur and on the south east by pargana Ateha and the Kunda tehsil of district Pratap Gargh. The southern boundary is formed by the Ganga which separates it from the district of Fatehpur. On the west lies the Purwa tehsil of district Unnao.

According to the 1991 census the area of the district was 4,609 sq. km. The area is liable to vary every year by reason of the action of the Ganga, for a small variation in the deep stream of the river makes a very noticeable change in the area of the district, which occupies the thirty fourth place in size among the districts of the State. Rae Bareli district is accessible from every part of India by road and rail (see the map). The population of the district was 2,872,335 as per census 2001 in which males are 1,472,230 and females are 1,400,105.

It is evident from Table-2.1 that there has been an increase in the literacy rate of the district from 37.8 per cent to 53.8 per cent over the years 1991 and 2001. There has been a marked increase in literacy rate of the district but it was found to be lower, 53.8 per cent than the State average, (56.3 per cent). The male literacy rate (67.6 per cent) is recorded to be the far higher as compared to the female literacy rate (39.3 per cent) in the district during the year 2001.

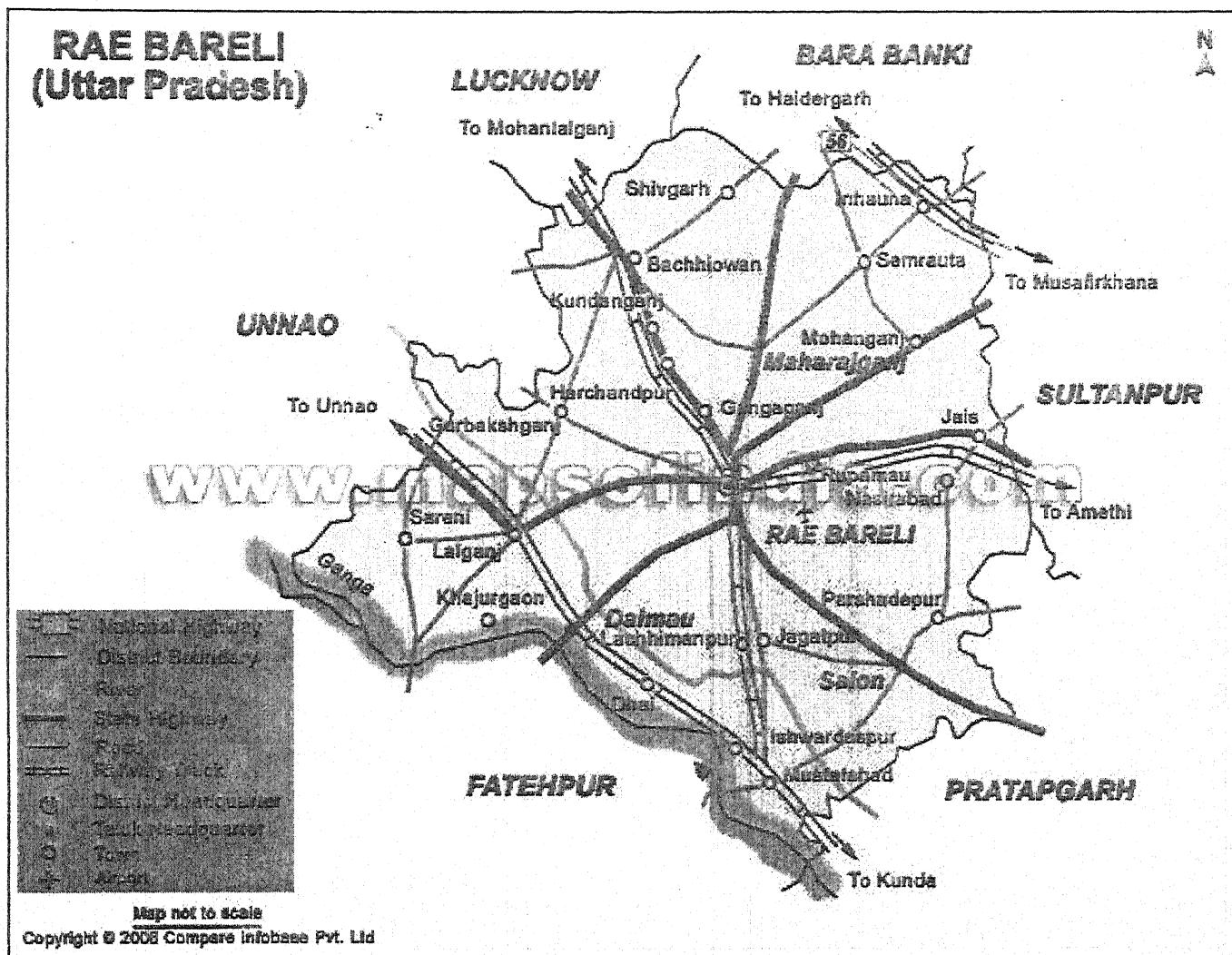
Table-2.1: Literacy Rate of Rae Bareli and U.P.

Sl. No.	Item	Uttar Pradesh		Rae Bareli District	
		1991	2001	1991	2001
1	Persons	40.7	56.3	37.8	53.8
2	Male	54.8	68.8	53.3	67.6
3	Female	24.3	42.2	21.0	39.3

Source: Census of India, 2001.

District Rae Bareli: Map

Source: www.mapsofindia.com



2.2 Status of Schools:

As per information available from the office of Basic Shiksha Adhikari, Rae Bareli, there were 2075 primary and upper primary schools as on 31 March 2006. Out of these, 1661 were primary and 414 upper primary schools in the district. Total 75 schools (50 PS and 25 UPS) were sanctioned for the current financial year of 2006-07. None of the sanctioned primary and upper primary schools were opened during this period as per reported by the BSA, Rae Bareli. Current status of PS and UPS in the district including sanctioned schools indicates that there are 2150 schools of which 1711 are primary schools and 439 upper primary schools. (See in Table-2.2)

Table-2.2: Details about Opening of Schools

Sl. No.	Details	PS	UPS	Total
1	2	3	4	5
1	No. of Schools as on 31.03.06	1661	414	2075
2	No. of Schools Sanctioned in current financial year - 2006-07	50	25	75
3	No. of Schools Opened in current financial year-2006-07	-	-	-
4	Current Status of School	1711	439	2150

Source: SSA Programme, BSA, District – Rae Bareli, U.P.

Findings and Suggestions

- Sanctioned primary and upper primary schools for the year 2006-07 have not been opened so far in the district.
- All the sanctioned schools should have been opened in the district.

2.3 Status of Teaching Staff:

The details about the teaching staff as presented in Table-2.3 A and 2.3 B indicate that 9000 teachers were sanctioned and appointed in different category till 31.03.2006 at primary school level. Subsequently, 134 teachers were sanctioned for primary schools for the financial year 2006-07. The appointments against these were not made. In case of upper primary schools, 1715 teachers were in position till 31.03.2006 and 75 teachers were sanctioned in the financial year 2006-07. But no appointment was made against the sanctioned number of upper primary school teachers also till the financial year 2006-07.

Thus, the difference between appointed and sanctioned teachers indicated that 3.51 per cent posts are vacant for headmasters and 2.65 per cent shiksha mitra at primary schools level. Likewise, 6.27 per cent posts of headmasters and 3.59 per cent posts of assistant teachers were vacant in upper primary schools in the district Rae Bareli.

Table-2.3 A: Details about Primary School Teachers

Sl. No.	Details	Primary School				
		Total Teachers as on 31.03.06	Sanctioned during 2006-07	Total Sanctioned Teachers	Appt. against Sanction	Difference
1	2	3	4	5	6	
1	Head Master	1375	50	1425 (100)	1375 (96.49)	50 (3.51)
2	Assistant Teachers	4539	-	4539 (100)	4539 (100)	-
3	Shiksha Mitra	3086	84	3170 (100)	3086 (97.35)	84 (2.65)
	Total	9000	134	9134 (100)	9000 (98.53)	134 (1.47)

Source: Office of the BSA, District Rae Bareli, U.P.

Table-2.3 B: Details about Upper Primary School Teachers

Sl. No.	Details	Upper Primary School				
		Total Teachers as on 31.03.06	Sanctioned during 2006-07	Total Sanctioned Teachers	Appt. against Sanction	Difference
1	2	3	4	5	6	7
1	Head Master	374	25	399 (100)	374 (93.73)	25 (6.27)
2	Assistant Teachers	1341	50	1391 (100)	1341 (94.41)	50 (3.59)
	Total	1715	75	1790 (100)	1715 (95.81)	75 (4.19)

Source: Office of the BSA, District Rae Bareli, U.P.

2.4 Mode of Recruitment of Teachers:

The information relating to the mode of recruitment of teachers in primary and upper primary schools in district Rae Bareli during 2006-07 as presented in Table-2.4 indicated that 13 appointments of assistant teachers in primary schools were made. These are appointed at the DPO/Basic level. Other than these no teacher was appointed in the district during the year 2006-07.

Table-2.4: Mode of Recruitment of Teachers

Sl. No.	Details	Primary School				Upper Primary School			
		No. of Teachers Appointed in 2006-07		Appt. at DPO/ Basic Level	Appt. at VEC Level	No. of Teachers Appointed in 2006-07		Appt. at DPO/ Basic Level	Appt. at VEC Level
		Regular	Contract			Regular	Contract		
1	2	3	4	5	6	7	8	9	10
1	Head Master	-	-	-	-	-	-	-	-
2	Assistant Teacher	13	-	13	-	-	-	-	-
3	Shiksha Mitra	-	-	-	-	-	-	-	-
	Total	13	-	13	-	-	-	-	-

Source: Office of the BSA, District Rae Bareli, U.P.

Findings and Suggestion

- The sanctioned teachers at primary and upper primary school levels during 2006-07 have not been appointed in the district.
- Non appointment of sanctioned teachers should be taken up on the priority basis and appointment must be made immediately.

2.5 Teachers' In Service Training:

In order to maintain teaching standard, there is a provision for in service training. The target of teachers training for the primary and the upper primary schools has been fixed by the BSA, Rae Bareli. As per data presented in Table-2.5, the target number of teachers to be trained in primary schools was 7468. Out of these, 6847 (91.68 per cent) teachers were trained up to 31.10.06. In case of upper primary schools, 1560 teachers to be trained. Out of these, only 1431 (91.73 per cent) were trained till 31.10.06.

Table-2.5: Details about In Service Training of PS & UPS Teachers

Sl. No	Details	Primary School			Upper Primary School		
		Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.06	Balance / Left	Target No. of Teachers for Training	No. of Teachers Provided Training as on 31.10.06	Balance/ Left
1	2	3	4	5	6	7	8
1	Head Master	4180	1173	276	1560	304	131
2	Assistant Teachers		2743			1127	
3	Shiksha Mitra	3288	2931	357	NA	NA	NA
	Total	7468	6847	633	1560	1431	131

Source: Office of the BSA, District Rae Bareli, U.P.

Findings and Suggestions

- More than 92 per cent of target numbers of teachers were imparted in service training at primary and upper primary levels.
- Efforts should be made for imparting in service training to all the teachers.

2.6 Teachers' Orientation Training:

The target has been fixed by the BSA, Rae Bareli for 323 shiksha mitra to take orientation training for the year 2006-07. The orientation training Programme has been provided to 220 Shiksha Mitra till 31.10.2006, remaining 103 shiksha mitra are left.

But in case of upper primary schools, the orientation training has not been provided to the teachers till 31.10.2006.

Table-2.6: Teachers' Orientation Training

Sl. No.	Details	Primary School		
		Target No. of Teachers for Training	Actual no. of Teachers provided Training as on 31.10.06	Balance Left
1	2	3	4	5
1	Head Master	-	-	-
2	Assistant Teachers	-	-	-
3	Shiksha Mitra	323	220	103
	Total	323	220	103

Source: Office of the BSA, District Rae Bareli, U.P.

2.7 Teachers' Refresher Training:

No target has been fixed by the BSA, Rae Bareli for teachers in primary and upper primary schools, to participate in refresher training for the year 2006-07. Thus, no refresher training has been provided to the teachers at primary and upper primary level during the season 2006-07.

Findings and Suggestions

- Orientation training has not been provided to adequate number of teachers at primary school level. No training has been given to the upper primary school teachers.
- Orientation training needs to be given to larger number of primary schools teachers.
- Target of teachers' refresher training should be fixed by the BSA.

2.8 Teachers Learning Material (TLM) Grant:

As per information given in Table-2.7, 6539 and 1160 teachers belonging to primary and upper primary schools, respectively, were found eligible to receive TLM grant during the academic year 2006-07. A total of Rs. 32,69.50 thousand were given as TLM grant to all eligible primary school's teachers. Along with this, Rs. 5,80.00 thousand were also given to upper primary school's teachers. The date of release of TLM grant was 16.11.2006, for school teachers at primary and upper primary level. All eligible teachers from primary and upper primary schools received TLM grant during the year 2006-07.

Table-2.7: Details about TLM Grant

SI. No.	Details	PS	UPS
1	No. of Teachers eligible to receive TLM grants in Financial Year 2006-07	6539	1160
2	Total Grant sent by BSA to VECs Accounts	3269.50 (In thousand)	580 (In thousand)
3	Date of Release of TLM Grant	16.11.2006	16.11.2006
4	No. of Teachers covered	6539	1160

Source: Office of the BSA, District Rae Bareli, U.P.

2.9 Distribution of Text Books:

The Information regarding textbooks distribution (Table-2.8) indicated that books were distributed among 365996 students of primary schools of the district in the months of July and August 2006. Free textbooks have been distributed among 253830 (69.66 per cent) students of primary schools from SSA Programme. Rest of 112166 (30.34 per cent) students received their textbooks from State Government Fund. Out of books through SSA, 180651 (71.17 per cent) were girls and 73179 (28.83 per cent) were boys belonging to SC category.

In case of upper primary schools, textbooks were distributed in the months of July and August 2006, among 98896 students. Free textbooks have been distributed among 66436 (67.18 per cent) students of primary schools from SSA Programme. Rest of 32460 (32.82 per cent) students received their textbooks from State Government Fund. Out of books through SSA, 47147 (29.03 per cent) were girls and 19289 (70.97 per cent) were boys belonging to SC category.

Table-2.8: Details About Text Books Distribution

Sl. No.	Details	Primary School			Upper Primary School		
		Total	SC Boys	Girls	Total	SC Boys	Girls
1	2	3	4	5	6	7	8
1	No. of Children to whom Free Text Books have been distributed	365996	73179	180651	98896	19289	47147
2	No. of Children received Free Text Books from SSA Programme	253830	73179	180651	66436	19289	47147
3	No. of Children received Free Text Books from State Govt. Funds	112166	-	-	32460	-	-
4	Actual date of Text Books received in the district and distributed to the schools	9.07.06 - 12.08.06					

Source: Office of the BSA, District Rae Bareli, U.P.

Findings and Suggestions

- All the eligible primary and upper primary school teachers have received TLM grant in the district.
- About 70 per cent of the total textbook distribution has been by SSA and rest through state government funds in the district.

2.10 Number of Children and their Enrolment in Schools:

A household Child-Survey was conducted during September 2006 in the district, for assessing the number of children in the age group of 6-11 and 11-14 years. In the age group of 6-11 years, total number of 456583 children were found. Out of these 52.64 per cent were boys and remaining 47.36 per cent were girls. The number of students in the age group of 11-14 years was recorded to be less than earlier group, i.e. 200647. There were 54.09 per cent boys and 45.91 per cent girls in total number of children in this age group.

These figures are presented in the Table-2.9, which further indicated that 98.93 per cent of total children of 6-11 years age group were enrolled in schools, in which 52.67 per cent were boys and 47.33 were girl students. In case of children falling in 11-14 years group, 97.64 per cent were enrolled, in which 54.26 per cent were boys and 45.74 were girl students.

Table-2.9: Details of Children as per Household Survey and their Enrolment in Schools

Age Group of Children		Total No of Children as per Household Survey Sep.-2006	Total No of Children Enrollment as per 30.09. 2006
6-11 Years	Boys	240323 (52.64)	237892 (98.99) (52.67)
	Girls	216260 (47.36)	213808 (98.87) (47.33)
	Total	456583 (100.00)	451700 (98.93) (100.00)
11-14 Years	Boys	108535 (54.09)	106291 (97.93) (54.26)
	Girls	92112 (45.91)	89613 (97.29) (45.74)
	Total	200647 (100.00)	195904 (97.64) (100.00)

Source: Office of the BSA, District Rae Bareli, U.P.

Findings and Suggestion

- High enrollment of 6-11 and 11-14 years age children has been found in Rae Bareli district.
- However, the enrollment of girls as against the boys is relatively lower.
- Enrollment of students in 11-14 years age needs to be increased in Rae Bareli district.

2.11 Civil Works:

The construction of school buildings is in progress for primary and upper primary schools as shown in Table-2.10. The available information indicates that construction of 50 new primary schools and 25 upper primary schools was sanctioned for the financial year 2006-07 in the district, but the work couldn't be started in any sample school till 30.09.2006 because non availability of funds. Along with this, the sanction has also been given for additional 1190 rooms in existing primary schools and 100 for upper primary schools for the financial year 2006-07. The construction work of 141 rooms had been completed in primary schools and 26 rooms in upper primary schools. The work has been reported to be in progress in case of 972 rooms in primary schools and 74 rooms in upper primary schools. Construction of 77 extra rooms in sample primary schools could not be started till 30.09.2006. The reason was found that the sample schools for additional room construction could not be located. In 46 primary schools, drinking water facility was sanctioned and the work was completed.

The technical supervision of civil works of primary and upper primary schools is done by the Junior Engineers of blocks in the District, but the proper technical guidance during the construction is not provided by these JEs in some places as reported by the school teachers.

Table-2.10: **Status of Civil Work Sanctioned for the Financial Year 2006-07**

Sl. No.	Construction	Sanction (No)	Progress in Nos.			Reason for Work not started till 30.09.2006
			Completed	Work in progress	Work not started	
1	2	3	4	5	6	7
1	New Primary Schools	50	-	-	50	Funds not available
2	New Upper Primary Schools	25	-	-	25	Funds not available
3	Additional Rooms for Primary Schools	1190	141	972	77	Sample primary schools could not be located.
4	Additional Rooms for Upper Primary Schools	100	26	74	-	
5	Drinking Water for Primary Schools	46	46	-	-	-
6	Drinking Water for Upper Primary Schools	-	-	-	-	-

Source: Office of the BSA, District Rae Bareli, U.P.

Findings and Suggestion

- The construction of newly sanctioned primary and upper primary school buildings could not be started due to non availability of funds.
- The adequate technical support from the JEs is not being provided. The involvement of private construction agencies needs to be explored.
- The involvement of teachers in such activities needs to be minimized.
- Construction of additional rooms in primary schools needs proper care as the need assessment for extra rooms appears to be superficial.

2.12 School Grants:

The details as presented in Table-2.11 indicate that the grant of 50 new primary and 25 new upper primary schools was approved for the year 2006-07, but none of the schools have received grant due to zero budget for new schools. There was a dispute between VEC, BSA and local level political leaders regarding the location of new schools. In the event of non finalization of the same, budget was not released for the district.

Table-2.11: Details about School Grants

Sl. No.	Details	PS	UPS	Total
1	No. of Schools to whom Grants Approved in 2006-07	50	25	75
2	No. of Schools to whom Funds have been released	-	-	-
3	Date of Release the Grant to VEC Accounts	-	-	-
4	Released amount (Rs. In lakhs)	-	-	-
5	Amount utilized by VECs upto 30.10.06 (Rs. In lakhs)	-	-	-
6	Has the BSA made centralized purchased for school out of grant? (Yes-1 / No-2)	2	2	2
7	If yes	-	-	-
	a. For What purpose	-	-	-
	b. Amount utilized (Rs. In lakhs)	-	-	-

Source: Office of the BSA, District Rae Bareli, U.P.

2.13. Education Guarantee Scheme (EGS)/Alternative and Innovative Education (AIE) Centres:

There has been a sanction of 150 EGS/AIE centers as on 31.03.2006 in Rae Bareli district. Out of these, 124 EGS/AIE centers were in position during that period as reported by the BSA, Rae Bareli. Besides this, 312 EGS/AIE centers were sanctioned during the financial year 2006-07. Table-2.12 containing this information indicates that 169 Centres were reported in position out of 312, which were sanctioned during financial year 2006-07. 24 EGS/AIE centers were also sanctioned for upgradation and 24 teachers were also sanctioned for new up graded primary schools during 2006-07, in Rae Bareli district. But non of the centres was upgraded, nor any teacher was appointed for these in the district during the year 2006-07.

All the EGS/AIE centers running in the district have a coordinator who has been oriented. A fund of Rs. 3415439 has been released to EGS/AIE centers for up gradation during the year 2006-07. The whole released amount has been transferred to the VEC's account. The land has also been identified for construction of up graded primary schools from EGS. The monitoring of existing EGS centers is done through a format supplied at the district level by SPO.

Table-2.12: Details about EGS/AIE Centres

Sl. No.	Details	Sanctioned	Opened / In Position
1	No. of EGS / AIE centers as on 31.03.2006	150	124 (82.67)
2	No. of EGS / AIE centers in the financial year 2006-07	312	169 (54.17)
3	No. of EGS / AIE centers to be upgraded in the financial year 2006-07	24	-
4	No. of Teachers sanctioned for new upgraded primary schools	24	-

Source: Office of the BSA, District Rae Bareli, U.P.

2.14 Students Enrollment in the EGS/AIE Centres:

The information regarding enrolment status in EGS/AIE centers of Rae Bareli district as presented in Table-2.13 indicated that no target for the enrolment of students in EGS/AIE centres has been fixed in the district. There were 4226 children enrolled in EGS/AIE centers as on 30.09.2006. Out of the total enrolled children, 1971 (46.64 per cent) belonged to the scheduled caste, 1823 (43.14 per cent) to the OBC, 398 (9.42 per cent) to minority and remaining 34 (0.80 per cent) to the other (general BPL) category of population.

Table-2.13: Details about Children's Enrollment in the EGS / AIE Centres

Sl. No.	Social Group	Target for 2006-07	Enrolled as on 30.09.2006	Difference
1	2	3	4	5
1	SC	-	1971 (46.64)	-
2	ST	-	-	-
3	OBC	-	1823 (43.14)	-
4	Minority	-	398 (9.42)	-
5	Others	-	34 (0.80)	-
6	Total	-	4226 (100.00)	-

Source: Office of the BSA, District Rae Bareli, U.P.

2.15 Training to the Education Volunteers (EVs):

There were 238 EVs, reported to be working in the district of Rae Bareli, of which 232 were trained. Trained EVs have received Foundation/Refresher Training during the

year 2006-07. DIET faculty has imparted training to them. The training provided to the EVs is found to be sufficient as per standard laid down by SPO. It was reported that all the trainees have been given academic support by BRC/NPRC.

2.16 Educational Qualification of Education Volunteers (EVs):

Out of 238 EVs, 200 EVs have qualification at the level of high school and 38 EVs have qualification up to intermediate (Table-2.14). None of the EVs is found qualified up to graduation level or the above.

Table-2.14: **Educational Qualification of Education Volunteers**

Sl. No.	Educational Qualification	Numbers
1	High School	200 (84.03)
2	Intermediate	38 (15.97)
3	Graduates and above	0 (0.00)
4	Total	238 (100.00)

Source: SSA Programme, BSA, District- Rae Bareli, U.P.

2.17 Children Mainstreamed From EGS/AIE Centres:

There were 4827 children mainstreamed from EGS/AIE centers as on 30.09.2006 in the current financial year 2006-07. All 4827 children were mainstreamed in the government schools of the district (Table-2.15). Free books for all subjects were distributed to the children of EGS/AIE centers. The district level information provided by the BSA shows that Textbooks were being used in all the centers.

Table-2.15: **Children Mainstreamed from EGS/AIE Centres**

Sl.No.	Details	Numbers	Remarks/ Problems
1	No. of Children actually mainstreamed from EGS/AIE centers as on 30.09.2006 in the Current Financial Year 2006 – 07	4827	-
2	<u>Details of the last academic year 2005-06:</u>		
	1. Mainstreaming in Private Schools	-	-
	2. Mainstreaming in Govt. Aided Schools	-	-
	3. Mainstreaming in Govt. Schools	4827	-

Source: SSA Programme, BSA, District - Rae Bareli, U.P

Findings and suggestions

- School grants were not released in the district during 2006-07 owing to some dispute between the officials and local leaders.
- None of the EGS/AIE was upgraded in the district during 2006-07 despite the required sanction for the same.
- EVs have been trained through DIET faculty.
- Mainstreaming has been done in govt. schools in all cases as reported by the BSA, Rae Bareli

2.18. BRC/NPRC:

The details of BRC and NRPCs in case of Rae Bareli district have been presented in Table-2.16. There were 22 BRCs and 180 NRPCs in the district as on 31.03.06. Along with this, 22 BRC coordinators and 43 assistant coordinators have been sanctioned and duly appointed in existing BRCs. In case of NRPCs, there were 180 coordinators in position as against the sanctioned 180 in the district.

Table-2.16: Details about BRC/NRPC

Sl.No	Details	Sanctioned	Opened / In Position
1	No. of BRCs as on 31.03.06	22	22
2	No. of NRPCs as on 31.03.06	180	180
3	No. of BRCs in the Financial Year 2006-07	22	22
4	No. of NRPCs in the Financial Year 2006-07	180	180
5	Details of staff in BRC: a. Coordinators b. Asst. Coordinator c. Others	22 43 -	22 43 -
6	Details of staff in NRPC: Coordinators	180	180

Source: Office of the BSA, District Rae Bareli, U.P.

2.19 Children With Special Needs (CWSN):

There were 3049 CWSN children identified in the district during the financial year 2006-07. Out of these 1913 (62.74 per cent) were boys and 1136 (37.26 per cent) were girls. There were only 247 (8.10 per cent) CWSN children (150 boys and 97 girls) who have been provided with aids and appliances during the financial year 2006-07. There were 57 resource teachers identified for providing their services to the 3049 children, but only 30 teachers are in position (Table-2.17). There was no itinerant teacher identified for boys and girls. One district coordinator for IED was appointed and

39325

she was given the orientation training for the same. She has also participated in capacity building programme at the state level. There were 1208 schools in the district where ramps were constructed, out of which 1073 were in primary schools and 135 were in upper primary schools. The counseling was given to only 188 parents of CWSN children during current financial year of 2006-07. 232 resource teachers were also identified for this respect in the school.

Table-2.17: Children With Special Needs (CWSN)

Sl. No.	Details	Boys	Girls	Total
1	No. of CWSN Children identified in Financial Year 2006-07	1913 (62.74)	1136 (37.26)	3049 (100.00)
2	No. of Children who have been provided with Aids and Appliances in Financial Year 2006-07	150 (7.84)	97 (8.54)	247 (8.10)
3	No. of Resource Teachers Identified		57	30 (In position)
4	No. of Itinerant Teachers Identified	-	-	-

Source: Office of the BSA, District Rae Bareli, U.P.

Findings and Suggestions

- Only 8 per cent of the total identified CWSN children were provided aids and appliances in the district.
- Large number of parents needs to be counseled about CWSN.
- The large numbers of students are required to be provided with aids and appliances those are belongs to the category of CWSN.

2.20. National Programme for Education of Girls at Elementary Level (NPEGEL):

As per details available in this respect, which are presented in Table-2.18, there was a target of 181 model school clusters for the year 2006-07 for the district. All these model clusters schools, popularly known as *Meena Munch* were made functional in the district as on 28.02.2007. A target of 90 additional class rooms is yet to be achieved. In all cluster schools drinking water and toilet facilities are available. Only 45 model cluster schools have electricity facility as the data provided by the BSA office. Rs. 3,73,80.80 thousand had been released against the target of Rs. 3,77,25.67 thousand for Meena Munch.

Table-2.18: National Programme for Educational of Girls at Elementary Level

Sl. No.	Details of Facilities	Target for 2006-07	Made Functional as on 28.02.07	Difference
1	2	3	4	5
1	Number of Model Schools Clusters	181	181	-
2	No. of Additional Class Rooms to be Added	90	-	90
3	No. of Model Clusters with Drinking Water	181	181	-
4	No. of Model Clusters with Toilet Facility	181	181	-
5	No. of Model Clusters with Electrification	-	45	-
6	Quantum of Funds to be Released (In thousand)	37725.67	37380.80	344.87
7	No. of ECCE Centers operational under Innovation Head Funds	-	-	-
8	No. of ECCE Centers operational under NPEGEL	50	50	-

Source: SSA Programme, BSA, District – Rae Bareli, U.P.

No gender coordinator was appointed in the district. A monitoring system to check the progresses in girls' education interventions were implemented as reported by the BSA, district Rae Bareli, U.P. The SPO has prescribed the monitoring format for this activity. It is reviewed and furnished once in a month by the SPO.

Finding and Suggestion

- NPEGEL programme was running in the district, but gender coordinator was not in position.
- The electricity was made available only in 24.86 per cent model clusters of the district.

2.21 Kasturba Gandhi Balika Vidyalaya (KGBV):

The numbers of KGBVs sanctioned in the district were 4 in the financial year 2006-07, (Table-2.19). Out of these two were made functional with the efforts of DIET up to 30.09.2006. The land has been identified for one KGBV but the formalities for the construction for these KGBVs have not been completed.

Table-2.19: Details about KGBV

Sl. No.	Details	Sanctioned for 2006-07	Made Functional as on 30.09.2006	Difference
1	2	3	4	5
1	Number of KGBV	4	2	2

Source: Office of the BSA, District Rae Bareli, U.P.

The positions of 2 wardens cum teacher, 8 full time teachers, 6 part time teachers and 8 support staff (Accountant/Assistant, Peon cum Chaukidar and Cook) were sanctioned for KGBVs. Out of these, 2 wardens cum teacher were appointed, along with this, 7 full time teachers, 5 part time teachers and 8 support staff (Accountant / Assistant, Peon cum Chaukidar and Cook) were also in position. (Table-2.20). There were 167 students in these KGBVs as reported by the BSA officials.

Table-2.20: Teaching and Other Staff in KGBV

Sl. No.	Staff	Sanctioned	In Position
1	Warden cum Teachers	2	2
2	Full time Teachers	8	7
3	Part time Teachers	6	5
4	Support Staff : (Accountant / Assistant, Peon cum Chowkidar and Cook)	8	8

Source: Office of the BSA, District Rae Bareli, U.P.

Suggestions

- The possibility to open KGBVs in all the blocks and 1 urban area of the district needs to be given due consideration.
- Sanctioned KGBV should be open as early as possible.

2.22 Details about District Information System for Education (DISE) / Educational Monitoring and Information System (EMIS):

The district has EMIS with required computer and computer operator. The data formats have been supplied to all the schools latest by August. The collected and compiled data are being regularly sent to the State Project Director as reported by the BSA. The BRC coordinators have been entrusted with the task to verify 5 per cent of the data collected in the district. CRC/BRC coordinators of the district have been trained for this work. The training was organized for CRC/BRC coordinators in seven steps in the district from September 20 to November 25, 2006.

Finding

- Evaluator has found coordination among district coordinators, MIS incharge and clerical staff of BSA.

2.23 Functioning of Village/Ward Education Committees (VEC/WEC):

There are 1091 village/ward level education committees constituted in the district, in which 969 are VEC and remaining 122 are WEC. In these VEC / WEC, 89 per cent members have been oriented or trained.

2.24 Staffing at District Level SSA Office:

The district has not full-fledged staffing for running SSA programme. The position of Expert BSA, AAO, DC-6, clerk, consultant, peon, MIS incharge, driver, accountant, assistant accountant and Computer Operators were sanctioned and duly appointed in Rae Bareli district. But 1 District Coordinator, 1 MIS incharge, 1 driver, 1 accountant and 1 assistant accountant were not found in position.

Table-2.22: Details about District Level Officials

Sl. No.	Name of the post category wise under SSA in District Office	Numbers	
		Sanctioned	In Position
1	Expert BSA	1	1
2	AAO	1	1
3	District Coordinator (DC)	6	5
4	Clerk	1	1
5	Consultant	1	1
6	Accountant	1	-
7	Assistant Accountant	1	-
8	Computer Operator	1	1
9	MIS In-charge	1	-
10	Peon	1	1
11	Driver	1	-

Source: SSA Programme, BSA, District – Rae Bareli, U.P.

Findings and Suggestions

- Some posts in expert BSA office were found vacant.
- These should be filled to run the programme successfully.

CHAPTER III

INFRASTRUCTURAL FACILITIES IN SCHOOLS

3.1 Establishment and Construction of Schools:

Out of total sample schools, more than 77 per cent have been established before ten years. More than 82 per cent primary schools and 59 per cent upper primary schools were established ten years back or even before. On an average, rest of 23 per cent sample schools were established within 10 years. As against this, more than 28 per cent schools were constructed within ten years. In case of primary and upper primary schools, 25 per cent and around 41 per cent schools have been constructed during last 10 years in Rae Bareli district.

Table 3.1: Year of Establishment and Construction

Sl. No.	Period	Primary School		Upper Primary School		All School	
		Est.	Cons.	Est.	Cons.	Est.	Cons.
1	Less than 2 year (2006-07 to 2004-05)	7 (8.33)	9 (10.72)	2 (9.09)	2 (9.09)	9 (8.49)	11 (10.38)
2	2 Years to 5 years (2003-04 to 2001-02)	1 (1.19)	2 (2.38)	0 (0.00)	1 (4.55)	1 (0.94)	3 (2.83)
3	5 years to 10 year (2000-01 to 1996-97)	7 (8.33)	10 (11.90)	7 (31.82)	6 (27.27)	14 (13.21)	16 (15.09)
4	10 year + (Before 1995-06)	69 (82.15)	63 (75.00)	13 (59.09)	13 (59.09)	82 (77.36)	76 (71.70)
	No. of Total Schools	84 (100.00)	84 (100.00)	22 (100.00)	22 (100.00)	106 (100.00)	106 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- Most of the primary schools (82.15 per cent) were established before ten years and the construction of 75 per cent of total primary schools was done before ten years.
- In case of upper primary schools, 59.09 per cent schools have been established before ten years and 59.09 per cent of them were constructed before ten years.
- This shows the most of the constructions were completed and there was no package.
- Thus emphasis is required not only on the establishment of new schools but also their subsequent construction.

3.2 Availability and Utilization of Classrooms:

Availability of classrooms and their utilization is presented in Table 3.2, which shows that maximum 13 rooms available only in 1 primary school out of 84 sample schools in the district Rae Bareli. But the use of school rooms as classroom is recorded to be 10 as maximum only in 1 sample primary school of the district. The availability of 4 rooms is found in maximum number (24) of sample primary schools constituting 28.57 per cent. But at the same time, the use of 3 rooms for classrooms are recorded to be maximum as (25) 29.76 per cent in 84 samples of primary schools. The availability of

Table 3.2: Availability and Utilization of Classrooms

Availability of Rooms	Primary School		Upper Primary School	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
01	2 (2.38)	3 (3.57)	-	-
02	2 (2.38)	9 (10.72)	-	-
03	8 (9.52)	25 (29.76)	-	17 (77.27)
04	24 (28.57)	20 (23.81)	5 (22.72)	2 (9.09)
05	19 (22.62)	21 (25.00)	4 (18.18)	-
06	13 (15.48)	2 (2.38)	2 (9.09)	2 (9.09)
07	3 (3.57)	2 (2.38)	2 (9.09)	1 (4.55)
08	8 (9.52)	1 (1.19)	4 (18.18)	-
09	2 (2.38)	-	2 (9.09)	-
10	-	1 (1.19)	1 (4.55)	-
11	2 (2.38)	-	1 (4.55)	-
12	-	-	1 (4.55)	-
13	1 (1.19)	-	-	-
No. of Total Schools	84 (100.00)	84 (100.00)	22 (100.00)	22 (100.00)

Source: Based on Field Survey

two rooms in primary schools is seen only in case of 2 schools, constituting 2.38 per cent of the sample. But the use of two rooms for class room teaching is found in 9 schools covering only 10.72 per cent. The availability of 3 rooms in 8 schools, five in 19 schools, six in 13 schools, 7 in 3 schools, eight in 8 schools, nine in 2 schools and eleven in 2 schools, but the use of these rooms for classrooms teaching is recorded quite low as is evident from Table 3.2.

In case of upper primary schools, a maximum of 12 rooms is recorded to be available in 1 school out of existing 22 sample schools. But the use of rooms as classroom is recorded to be 7 as maximum only in 1 sample upper primary school of the district. The 4 rooms are found as maximum in 5 schools of sample but only 2 schools use it as classroom. The number of rooms for classroom teaching ranged from 3 to 7. A maximum of 17 (77.27 per cent) sample schools have 3 rooms for teaching. Rest of the 9.09 and 4.55 per cent schools have 4, 6 and 7 rooms, respectively for class room teaching.

Findings and Suggestions

- The maximum no. of 24 schools (28.57 per cent) of the sample primary have 4 rooms and 5 (22.72 per cent) upper primary schools have also 4 rooms available.
- But maximum 25 primary schools (29.76 per cent) use 3 rooms and 12 upper primary schools (77.27 per cent) also use 3 rooms for classroom teaching.
- In view of this, more existing rooms in schools should be used for teaching.

3.3 Availability of Infrastructure in Schools:

In case of sample primary schools, only 39.29 per cent schools have boundaries, but the availability of playground is recorded in 70.24 per cent schools. Sports items are also found in 70.24 per cent primary schools. The availability of mats, furniture and blackboard in classrooms is found to be quit well, i.e. 89.29 per cent and 97.62 per cent respectively. Despite the availability of sports items, their use is found only in 57.14 per cent schools. More than 65 per cent primary schools have verandah in the school building. Majority of the schools (63.10 per cent) have one verandah and 2.38 per cent have more than one. Also, 34.52 per cent schools are with out verandah in the school premises (Table 3.3).

As against primary schools, a higher percentage of sample upper primary schools have boundary (50 per cent) and playground is available in 77.27 per cent

schools. The availability of sports items is found in 63.64 per cent upper primary schools, but the use of available sports items is confined to 59.09 per cent. The availability of mats and furniture is found 100 per cent in sampled upper primary schools. The blackboards are found in 95.45 per cent schools. There were only 27.27 per cent upper primary schools have verandah, in which 18.18 per cent schools have single verandah and 9.09 per cent schools have more than one verandah. Maximum schools are with out verandah, which is found to be 72.73 per cent of total sample upper primary schools.

Table 3.3: Availability of Infrastructure in Schools

Particulars	Primary School		Upper Primary School		Total	
	Yes	No	Yes	No	Yes	No
Play Ground	59 (70.24)	25 (29.76)	17 (77.27)	5 (22.73)	76 (71.70)	30 (28.30)
Boundaries	33 (39.29)	51 (60.71)	11 (50.00)	11 (50.00)	44 (41.51)	62 (58.49)
Availability of Sport Items	59 (70.24)	25 (29.76)	14 (63.64)	8 (36.36)	73 (68.87)	33 (31.13)
Proper availability of Mats/Furniture	75 (89.29)	9 (10.71)	22 (100.00)	0 (0.00)	97 (91.51)	9 (8.49)
Black Board in Class Rooms	82 (97.62)	2 (2.38)	21 (95.45)	1 (4.55)	103 (97.17)	3 (2.83)
Use of Sport Items	48 (57.14)	36 (42.86)	13 (59.09)	9 (40.91)	61 (57.55)	45 (42.45)
Schools without Varandah	29 (34.52)		16 (72.73)		45 (42.45)	
Schools with one Varandah	53 (63.10)		4 (18.18)		57 (53.78)	
Schools with More than one Varandah	2 (2.38)		2 (9.09)		4 (3.77)	

Source: Based on Field Survey

Findings and Suggestions

- About 72 per cent schools have play ground.
- Only 41.51 per cent schools are with boundary walls.
- About 69 per cent schools have sports items.
- Only in 57.55 percent schools students use the available sports items.
- 91.51 per cent schools have mats and furniture.
- 97.17 per cent schools have blackboards in classroom.
- 42.45 per cent schools are without Verandah.
- 53.78 per cent schools have at least one Verandah in the campus.
- Only 3.77 per cent schools have more than one Verandah.
- Construction of school boundaries should be taken up on priority basis as per norms.
- Play ground should be available in all schools.
- Provision mats and furniture for sitting school students in the class should be in each school.

3.4 Availability of Drinking Water:

94.05 per cent primary schools in the sample having drinking water facility and 90.91 per cent upper primary schools are also have this facility in the school campus. Out of existing drinking water facilities, in about 23 per cent primary schools the facilities have been arranged through Swajaldhara, more than 39 per cent from SSA and about 38 per cent other sources. In case of upper primary schools, 25 per cent schools have drinking water facility from Swajaldhara, 35 per cent from SSA and 40 per cent from other sources.

Table 3.4: Drinking Water Facility

Particulars	Primary Schools		Upper Primary Schools		Total				
	Yes	No	Yes	No	Yes	No			
Facility Available	79 (94.05)	5 (5.95)	20 (90.91)	2 (9.09)	99 (93.40)	7 (6.60)			
Scheme	Swajaldhara	SSA	Others (Various Nidhi)	Swajaldhara	SSA	Others (various Nidhi)			
Drinking Water	18 (22.78)	31 (39.24)	30 (37.98)	5 (25.00)	7 (35.00)	8 (40.00)	23 (23.24)	38 (38.38)	38 (38.38)

Source: Based on Field Survey

Findings and Suggestions

- The availability of drinking water facility is 94 per cent in Primary Schools and about 91 per cent in Upper Primary School.
- The convergence of drinking water facility with Swajanadhara has been 23.24 per cent schools.
- 38.38 per cent funding of drinking water facility is done through SSA and again 38.38 per cent through other sources.
- The drinking water facility should be made available in all primary and upper primary schools.

3.5 Toilet Facility:

The toilet facilities are available to, 70.24 per cent for boys and 69.05 per cent for girls at the primary school level. At the upper primary level, the availability of toilet for boys is 59.09 per cent and for girls is 72.73 per cent. The available toilet facility is provided through SSA for 50.85 per cent of sample schools at primary level and for 37.50 per cent schools at upper primary level. In 27.12 per cent and 37.50 per cent

primary and upper primary schools respectively, the facilities are made available through Total Sanitation Programme. In rest of the 22.03 per cent and 25 per cent PS and UPS, respectively toilet facility is provided through other sources.

Table 3.5: Toilet Facility

Particulars	Primary Schools				Upper Primary Schools			
	Boys		Girls		Boys		Girls	
	Yes	No	Yes	No	Yes	No	Yes	No
Facility Available	59(70.24)	25(29.76)	58(69.05)	26(30.95)	13(59.09)	9 (40.91)	16(72.73)	6 (27.27)
Scheme	TSS	SSA	Other	-	TSS	SSA	Others	-
Toilet	16(27.12)	30 50.85)	13(22.03)	-	6 (37.50)	6 (37.50)	4 (25.00)	-

Source: Based on Field Survey

Findings and Suggestions:

- Toilet facilities are available, to 70.24 per cent for boys and 69.05 per cent for girls at primary level.
- At upper primary level, the toilet facilities are provided to 59.09 per cent for boys and 72.73 per cent for girls.
- Out of total sample, in 25 schools at primary level and 6 at upper primary level are not having toilet facility.
- For providing the facility, the TSF convergence should be utilized, as it is relatively low at present.

In course of survey, it is revealed that many existing toilets are not in use because of multiple reasons. More than 21 per cent existing toilet facilities are not in use at primary and upper primary schools due to improper maintenance of toilet facilities. (Table-3.6)

Table 3.6: Reason For Non-use of Toilets

	Primary School	Upper Primary School	Total
Toilets always Locked	3 (20.00)	-	3 (18.75)
Shock Pit Filled	4 (26.66)	1 (100.00)	5 (31.25)
Door and Seats has Creaked	7 (46.67)	-	7 (43.75)
Other	1 (6.67)	-	1 (6.25)
Total	15 (100.00)	1 (100.00)	16 (100.00)

Source: Field Survey, SSA Programme, District - Rae Bareli, U.P.

Findings and Suggestions

- Existing toilet facilities are not used in 25.42 per cent of primary and in 4.55 per cent of upper primary schools.
- In more than 21 per cent sample schools of the district, the toilet facilities are not in use.
- This calls for additional provision of toilet facilities and the maintenance of existing facilities.

3.6 School Environment:

More than 92 per cent primary and upper schools have good atmosphere and all students are satisfied with proper ventilation in the classrooms in total surveyed sample school. In more than 80 per cent schools at the primary and upper primary levels, proper space for students sitting is reported. But the health facilities are reported to be only in 16.04 per cent sample schools provided during the last six months.

Table No. 3.7: Environment at the schools

Particulars	Primary School		Upper Primary School		Total	
	Yes	No	Yes	No	Yes	No
School with Good Atmosphere	77 (91.67)	7 (8.33)	21 (95.45)	1 (4.55)	98 (92.45)	8 (7.55)
Proper Ventilation in Classrooms	84(100.00)	0 (0.00)	22 (100.00)	0 (0.00)	106 (100.00)	0 (0.00)
Proper Space in Classroom for Sitting to Student	64 (76.19)	20 (23.81)	21 (95.45)	1 (4.55)	85 (80.19)	21(19.81)
Schools provided Health Facilities last 6 month	12 (14.29)	72 (85.71)	5 (22.73)	17 (77.27)	17 (16.04)	89(83.96)

Source: Field Survey, SSA Programme, District - Rae Bareli, U.P

Findings and Suggestions

- Overall school environment is found to be good, but provision of health facilities in school is not adequate. Initiatives in this respect are required more frequently.

3.7 Condition of School Building:

Survey results indicate that 14.15 per cent school buildings are in bad condition. In case of upper primary schools, 9.09 per cent school buildings are in bad shaped and in the primary schools 15.47 per cent are in the same condition..

Table 3.8: Condition of School Building

Type of Schools	Good	Satisfactory	Bad	Total
Primary School	13(15.48)	58 (69.05)	13(15.47)	84 (100.00)
Upper Primary School	6 (27.27)	14 (63.64)	2 (9.09)	22 (100.00)
Total	19(17.93)	72 (67.92)	15(14.15)	106(100.00)

Source: Field Survey, SSA Programme, District - Rae Bareli, U.P

Findings and Suggestions

- 9 per cent upper primary school buildings are in bad shape.
- More than 15 per cent primary school buildings are also like this.
- In this view, special provision of repairs should be made to consider the students' safety.

3.8 Reasons for Bad Condition:

On an average, in 15 schools (14.15 per cent) out of total sample primary and upper schools, which are in bad conditions. Quality of construction is not found good as cracks are developed in roofs in 4 primary schools (30.77 per cent), cracked plaster is in 5 primary schools (38.46 per cent) and in 2 upper primary schools (100 per cent). In 3 primary schools (23.08 per cent), doors and windows are not found and in 1 primary school (7.69 per cent) there are same other reason.

Table 3.9: Reasons for Bad Condition

Type of Schools	Cracked Roof	Cracked plasters	Non Availability of Doors/Windows	Others	Total
Primary School	4 (30.77)	5 (38.46)	3 (23.08)	1 (7.69)	13(100.00)
Upper Primary School	0 (0.00)	2(100.00)	0 (0.00)	0 (0.00)	2 (100.00)
Total	4 (26.67)	7 (46.67)	3 (20.00)	1 (6.66)	15 (100.00)

Source: Field Survey, SSA Programme, District - Rae Bareli, U.P

Findings and Suggestions

- in 15.48 per cent out of total primary schools, which are in bad conditions, there are cracks in roof (30.77 per cent) and in 38.46 per cent schools; the cracks are in plasters. Same problem is identified in 2 upper primary schools (100 per cent) also. This may cause accidents. In view of this, the repair work should be taken up at the earliest.

CHAPTER IV

TEACHER, TRAINING AND ENROLMENT

4.1 In Position Teachers and Attendance:

The survey and its results have shown a gap between sanctioned number of teacher and actual working teachers in the sample primary schools of Rae Bareli. The average number of sanctioned teachers turns out to be more than 6 in each primary school. The

Table 4.1: Teachers and their Attendance in Primary School

Sl. No.	Particulars	Head Master	Asst. Teacher	Shiksha Mitra	Total
1	No. of Sanctioned Teachers	84(16.15)	284 (54.62)	152 (29.23)	520 (100.00)
2	Average No. of Teachers Sanctioned per School	1.0	3.38	1.81	6.19
3	No. of Teachers Working in the Schools	55 (65.48)	179 (63.03)	142 (93.42)	376 (72.31)
4	Average No. of Teachers Working per School	0.65	2.13	1.69	4.48
5	No. of Teachers found present on the Day of Visit	51 (92.73)	144 (80.45)	134 (94.37)	329 (87.50)
6	Average No. of Teachers found present on the Day of Visit per School	0.61	1.71	1.59	3.92
7	<u>Reason of Absenteeism:</u>				
	a. Training	0 (0.00)	1 (2.86)	0 (0.00)	1 (1.96)
	b. Sickness	1 (25.00)	0 (0.00)	3 (25.00)	4 (7.84)
	c. For Salary	0 (0.00)	1 (2.86)	0 (0.00)	1 (1.96)
	d. School Related Extra Work	1 (25.00)	8 (22.86)	6 (50.00)	15 (29.41)
	e. On Leave	1 (25.00)	13 (37.14)	2 (16.67)	16 (31.37)
	f. Others	1 (25.00)	12 (34.28)	1 (8.33)	14 (27.45)
	g. Attached with Other School	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
	Total	4 (100.00)	35 (100.00)	12 (100.00)	51 (100.00)
8	Habitual Absentees	3 (13.64)	17 (77.27)	2 (9.09)	22 (100.00)

Source: Based on Field Survey

Average number of sanctioned Head Master, Assistant Teachers and Shiksha Mitra is 1, 3.38 and 1.81, respectively in each category. But the average number of teachers holding position presently turns out to be lower than this as shown in Table 4.1.

Average number of teachers found present on the day of visit is 0.65, 2.13 and 1.69 teachers in each category, respectively. The highest absenteeism of the teachers' has been identified as leave (31.37 per cent). Apart from this, teachers were absent due to training programmes (1.96 per cent), sickness (7.84 per cent), busy in receiving salary (1.96 per cent), school related extra work (29.41 per cent) and others reasons for 27.45 per cent on the day of visit. On an average 5.85 per cent of the working teachers are found to be the habitual absentees in sample primary schools.

Table-4.2: Teachers and their Attendance in Upper Primary Schools

Sl. No.	Particulars	Head Master	Asst. Teacher	Total
1	No. of Sanctioned Teachers	22 (21.57)	80 (78.43)	102 (100.00)
2	Average No. of Teachers Sanctioned per School	1.0	3.6	4.6
3	No. of Teachers Working in the Schools	20 (90.91)	53 (66.25)	73 (71.57)
4	Average No. of Teachers Working per School	0.91	2.41	3.32
5	No. of Teachers found present on the Day of Visit	17 (85.00)	43 (81.13)	60 (82.19)
6	Average No. of Teachers found present on the Day of Visit per School	0.77	1.95	2.73
7	<u>Reason of Absenteeism:</u>			
	a. Training	0 (0.00)	1 (10.00)	1 (7.69)
	b. Sickness	1 (33.33)	1 (10.00)	2 (15.39)
	c. For Salary	-	-	-
	d. School related Extra Work	-	6 (60.00)	6 (46.15)
	e. On Leave	2 (66.67)	2 (20.00)	4 (30.77)
	f. Others	-	-	-
	Total	3 (100.00)	10 (100.00)	13 (100.00)
8	Habitual Absentees	-	1 (1.89)	1 (1.37)

Source: Based on Field Survey

In upper primary schools, 71.57 per cent out of the sanctioned teachers are reported to be in position. 82.19 per cent teachers at upper primary level were found to be present on the day of our team visit. The main reason of absenteeism is reported to be the visits for school related extra works in more than 46 per cent cases. The teachers absence for taking leave is found about 31 per cent, 7.69 per cent teachers were absent for attending training programmes and 15.39 per cent teachers were absent due to sickness. Only 1 teacher is found to be the habitual absentee in the district Rae Bareli (Table4.2).

Findings and Suggestions

- The teacher-students ratio is not found unsatisfactory (1:51 and 1:56)* in primary and upper primary schools.
- There is a huge difference between number of sanctioned and in position teacher in schools. Around 72 per cent of the sanctioned teachers are found working.
- Teachers' attendance is also not found up to the mark.
- Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary and upper primary schools.

* Ratio is drawn from the No. of teachers working and No. of students enrolled as on the date of visit.

4.2 Teachers Training:

There is 86.70 per cent of the sample primary school teachers reported to have received training in Rae Bareli. Maximum (68.40 per cent) teachers received training on teaching and learning. Another 21.78 per cent have been imparted training in other assignments and remaining 8.90 per cent and 0.92 per cent teachers were trained for library and computer training, respectively.

In case of upper primary schools, around 53.42 per cent teachers reported to have received training in Rae Bareli. Maximum (48.72 per cent) teachers received training on teaching and learning. Another 30.77 per cent have been imparted training in computer, 15.38 per cent have received training in other assignment and remaining 5.13 per cent teachers were trained for library.

In case of primary schools, 11.96 per cent teachers attended training at DIET, 79.14 per cent at BRC and 8.90 per cent at NRPC. In upper primary schools there were 51.28 per cent teachers who attended training programmes and got training in DIET. This is followed by BRC where 48.72 per cent teachers have received training. None has teacher received training at NRPC.

Table-4.3: Teachers Training

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>Types of Training:</u>			
	a. Teaching Learning	223 (68.40)	19 (48.72)	242 (66.30)
	b. Library	29 (8.90)	2 (5.13)	31 (8.49)
	c. Computer	3 (0.92)	12 (30.77)	15 (4.11)
	d. Other	71 (21.78)	6 (15.38)	77 (21.10)
	Total	326 (100.00)	39 (100.00)	365 (100.00)
2	<u>Training Venue:</u>			
	a. DIET	39 (11.96)	20 (51.28)	59 (16.16)
	b. BRC	258 (79.14)	19 (48.72)	277 (75.89)
	c. NRPC	29 (8.90)	0 (0.00)	29 (7.95)
	d. Other	0 (0.00)	0 (0.00)	0 (0.00)
	Total	326 (100.00)	39 (100.00)	365 (100.00)
3	<u>Trainers:</u>			
	a. DIET Faculty	39 (11.96)	12 (30.77)	51 (13.97)
	b. BRC Coordinator	81 (24.85)	4 (10.26)	85 (23.29)
	c. NRPC Coordinator	42 (12.88)	0 (0.00)	42 (11.51)
	d. Other	164 (50.31)	23 (58.97)	187 (51.23)
	Total	326 (100.00)	39 (100.00)	365 (100.00)
4	Satisfied with Training Inputs	312 (95.71)	32 (82.05)	344 (94.25)
5	Not Satisfied with Training Inputs	14 (4.29)	7 (17.95)	21 (5.75)
6	<u>Duration of Training:</u>			
	a. 1 to 3 Days	131 (92.91) (40.18)	10 (7.09) (25.64)	141 (100.00) (38.63)
	b. 4 to 6 Days	175 (92.11) (53.68)	15 (7.89) (38.46)	190 (100.00) (52.05)
	c. 7 to 15 Days	20 (58.82) (6.14)	14 (41.18) (35.90)	34 (100.00) (9.32)
	Total Teachers Trained	326 (89.32) (100.00)	39 (10.68) (100.00)	365 (100.00) (100.00)

Source: Field Survey, SSA Programme, District - Rae Bareli, U.P

Less than 50 per cent trainers were BRC coordinators, DIET faculty and NRPC coordinators for primary as well as upper primary school teachers. Rest of the trainers (more than 50 per cent) belonged to other places.

The majority of the teachers attending different training programmes were satisfied with the training inputs. Though, the teachers were satisfied but the coverage of teachers getting training is found to be low in upper primary schools.

An analysis of training duration indicates that 38.63 per cent trainees received training of 1 to 3 days duration, 52.05 per cent have 4 to 6 days training and 9.32 per cent teachers received training of 7 to 14 days duration.

Findings and Suggestions

- 81.31 per cent of working teachers have received training.
- Around 87 per cent working teachers in primary schools have received training.
- More than 53 per cent of upper primary school teachers have received training.
- Around 39 per cent trainees received training of 1 to 3 days duration.
- 52.05 per cent trainees received training of 4 to 6 days duration.
- 9.32 per cent trainees received training of 7 to 14 days duration.
- Training module lacks training of core subjects like Maths and English.
- Training duration should be longer and it should be in summer vacation.
- Low percentages of working teachers of UPS are getting training.

4.3 Enrolment and Attendance:

The percentage of enrolled students of the total primary schools students identified in the Child Survey was 96.43 per cent at primary level. In upper primary level, the enrollment was 93.58 per cent. Thus the total enrollment of boy students up to primary schools level was 95.82 per cent. However, the enrollment among girl students was relatively higher 97.02 per cent than boys. The total enrollment of male students at upper primary schools level was 87.80 per cent. The enrollment of girl students was again relatively higher (98.26 per cent) than boys. The student's attendance as per register records varied from 54.64 per cent in primary schools to 95.42 per cent in the upper primary schools. But the presence of students on the day of visit to the sample schools was found even lower than this. In primary and upper primary schools, the attendance was reported to be around 45 per cent and more than 91 per cent respectively.

Table 4.4: Enrollment and Presence of Student

Sl. No.	Particulars	Total No of Student up to Sep 30, 2006	No. of Enrollment Student according to Register	No. of Present Student according the Register	No. of Student Present in the Date of Visit	No. of Schools with Low Attendance
Primary School:						
1	• No. of Boys	9743	9336 (100)	5022 (53.79)	4093 (43.84)	77
	• Average no. of Boys per School	115.99	111.14	59.79	48.73	
	• No. of Girls	10088	9787 (100)	5427 (55.45)	4499 (45.97)	
	• Average no. of Girls per School	120.10	116.51	64.61	53.56	
	• No. of Total Student	19831	19123 (100)	10449(54.64)	8592 (44.93)	
	• Average no. of Students per school	236.08	227.65	124.39	102.29	
Upper Primary School:						
2	• No. of Boys	1951	1713 (100)	1609 (93.93)	1543 (90.08)	16
	• Average no. of Boys per School	88.68	77.86	73.14	70.14	
	• No. of Girls	2408	2366 (100)	2283 (96.49)	2175 (91.93)	
	• Average no. of Girls per School	109.45	107.55	103.77	98.86	
	• No. of Total Student	4359	4079 (100)	3892 (95.42)	3718 (91.15)	
	• Average no. of Students per School	198.14	185.41	176.91	169.00	

Source: Based on Field Survey

Findings and Suggestions

- There has been a difference between enrolled students and present students in primary and upper primary schools.
- Only 54.64 per cent of the enrolled students were present on register and around 45 per cent on the day of visit in primary schools.
- 95.42 per cent of the enrolled students were present on register and more than 91 per cent on the day of visit in upper primary schools.
- Measures should be taken to improve the student's attendance with the involvement of teachers of the schools and VEC members especially in primary schools.

The main reason of student's absence turns out to be agricultural activities, which is reported to be 71.43 per cent in primary schools and 62.50 per cent in upper primary schools. In 10.39 per cent primary schools students were reported to be absent due to lack of conducive atmosphere and 18.75 per cent students were reported to be absent due to performing the marketing activities or for visiting fairs or others reasons in upper primary schools. Other reasons like discrimination in facilities, marriage parties and festivals have also prompted student's absence from the school.

Table 4.5: Reasons of Absenteeism among students

Sl. No.	Reason for absent	Primary School	Upper Primary School	Total
1	Agricultural Activity	55 (71.43)	10 (62.50)	65 (69.89)
2	Local Fairs/Markets	0 (0.00)	3 (18.75)	3 (3.23)
3	Discrimination in Facilities	6 (7.79)	0 (0.00)	6 (6.45)
4	Occasions (Marriage Parties and Festivals)	2 (2.60)	0 (0.00)	2 (2.15)
5	Lack of conducive atmosphere	8 (10.39)	0 (0.00)	8 (8.60)
6	New School	-	-	-
7	Other	6 (7.79)	3 (18.75)	9 (9.68)
	Total	77 (100.00)	16 (100.00)	93 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- 69.89 per cent students were found absent due to their involvement in agricultural activities. This should be discussed with PTAs frequently.
- Around 10 per cent students were absent due to other reasons.
- 8.60 per cent schools students don't want to go just because of improper education facility. Attention should be paid in this respect.

4.4. Efforts to Improve Students Attendance:

Efforts to improve the students' attendance were made by schools, VECs and Parents Teacher Association (PTA). In order to improve the attendance about 86 per cent sample schools have interaction with the parents, notices were given to the parents

along with other measures. VECs have launched awareness campaign and organized meetings for the same. The role of the PTA in improving the attendance was found to be negligible.

Table 4.6: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>Efforts made by the Schools:</u>	30 (40.00)	5 (31.25)	35 (38.46)
	a. Interactions with Parents	31 (41.33)	9 (56.25)	40 (43.96)
	b. Through Information Notice	14 (18.67)	2 (12.50)	16 (17.58)
	c. Other	75 (100.00)	16 (100.00)	91 (100.00)
	Total			
2	<u>Efforts made by V.E.C.:</u>	8 (29.63)	2 (40.00)	10 (31.25)
	a. Awareness in Community	18 (66.67)	3 (60.00)	21 (65.63)
	b. Meeting of VEC	1 (3.70)	0 (0.00)	1 (3.12)
	c. Others	27 (100.00)	5 (100.00)	32 (100.00)
	Total			
3	<u>Efforts made by P.T.A.:</u>	5 (19.23)	1 (14.29)	6 (18.18)
	a. Interaction with Parents	17 (65.39)	6 (85.71)	23 (69.70)
	b. Regularly Meeting of P.T.A.	2 (7.69)	0 (0.00)	2 (6.06)
	c. Distribution of Facilities	2 (7.69)	0 (0.00)	2 (6.06)
	d. Other	26 (100.00)	7 (100.00)	33 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- Efforts made by schools VEC and PTA for improving the student's attendance were not found to be sufficient.
- Role of parent's teachers meetings were minimum in this respect. There should be more concerted efforts and in each primary school to improve students attendance.
- There should be a more efficient and regular monitoring system to check student's attendance.

4.5 Achievement Level of Students:

Students test was conducted as per norms in each and every sample school of Rae Bareli. The implementation of grading system is also made in each case. The grading was done in five categories i.e. A, B, C, D and E {Table 4.7 (B)}. Test was also taken by team members in course of field visit in sample schools, the performance of 8.33 per cent students is found to be very poor in primary schools under "E" category. 34.52 per cent and 31.82 per cent students' performance were poor in primary and upper primary schools, respectively the performances of 40.48 per cent and 40.91 per cent students' performance were satisfactory in primary and upper primary schools, respectively. The performance of 15.48 per cent and 27.27 per cent students' performance was good in primary and upper primary schools. Only 1.19 per cent students' achievement in very good category "A" in primary school.

Table 4.7 (A): Grading System in Schools

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Test of Student according Norms in School	84 (100.00)	22 (100.00)	106 (100.00)
2	Implementation of Grading System in School	84 (100.00)	22 (100.00)	106 (100.00)

Source : Based on Field Survey

Table 4.7 (B): Achievement Level in Student's Test

Particulars	Primary School					Upper Primary School				
	Read	Hindi	Eng.	Math's	Overall	Read	Hindi	Eng.	Math's	Overall
'A' (75% and Above)	1 (1.19)	1 (1.19)	1 (1.19)	1 (1.19)	1 (1.19)	-	-	-	-	-
'B' (60% - 74%)	16 (19.05)	12 (14.29)	9 (10.72)	12 (14.29)	13 (15.48)	7 (31.81)	7 (31.81)	3 (13.63)	4 (18.18)	6 (27.27)
'C' (50% - 59%)	32 (38.10)	38 (45.24)	29 (34.52)	37 (44.05)	34 (40.48)	7 (31.81)	10 (45.45)	8 (36.36)	10 (45.45)	9 (40.91)
'D' (33% - 49%)	31 (36.90)	26 (30.95)	38 (45.24)	25 (29.76)	29 (34.52)	8 (36.36)	5 (22.72)	10 (45.45)	5 (22.72)	7 (31.82)
'E' (0% - 32%)	4 (4.76)	7 (8.33)	7 (8.33)	9 (10.71)	7 (8.33)	-	-	1 (4.54)	3 (13.63)	-
Total	84 (100.00)	84 (100.00)	84 (100.00)	84 (100.00)	84 (100.00)	22 (100.00)	22 (100.00)	22 (100.00)	22 (100.00)	22 (100.00)

Source : Based on Field Survey

Findings and Suggestions

- The achievement of students in test as per prescribed norms is found satisfactory in 40.57 per cent primary and upper primary schools. But the performance of around 34 per cent students in an exclusive test has been found poor in both category of schools.
- More serious efforts are required to improve the performance of the students, by the teachers as well as parents.

4.6 Students Behavior with their Teacher:

Only 4.76 per cent student's behavior with their teacher in primary school was good. Almost in 86 per cent primary school student's behavior with their teacher is found to be satisfactory. Primary school student's behavior with their teachers was reported to be bad in 9.52 per cent cases.

In case of upper primary schools, 22.73 per cent and 68.18 per cent students' behavior with their teacher is found to be good and satisfactory. Only 9.09 per cent students had bad behavior with their teachers.

Table 4.8: Behavior of Students with their Teachers

Sl. No.	Behavior Of Students With Teacher	Primary School	Upper Primary School	Total
1	Good	4 (4.76)	5 (22.73)	9 (8.49)
2	Satisfactory	72 (85.72)	15 (68.18)	87 (82.08)
3	Bad	8 (9.52)	2 (9.09)	10 (9.43)
4	Total	84 (100.00)	22 (100.00)	106 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- 90.57 per cent students' behavior with their teachers was found good and satisfactory.
- Teachers should maintain their dignity and moral teaching should be done.

4.7 Students Enrolment with Less of More Age and Drop out:

Enrollment of students in primary and upper primary school is not found as per age norms. In case of 1.07 per cent of the total enrolled students in primary schools and

about 6 per cent in upper primary schools, the enrollment is not found as per norms. The proportion of the students having more than prescribed age was higher than the students enrolled with lower than prescribed age on both primary as well as upper primary schools.

Table 4.9 (A): Student Enrolled with Less or More Age Group

Sl. No.	Particulars	Primary Schools		Upper Primary School	
		Less	More	Less	More
1	No. of Enrolled Students with More or Less Age	49	156	72	170
2	No. of Schools with Less or More Age Student	13	28	7	14
3	Average no. of Enrolled Student with More or Less Age per School	3.77	5.57	10.29	12.14

Source : Based on Field Survey

Findings and Suggestions

- 1.07 to about 6 per cent of the total enrolled students were not found to be enrolled as per prescribed age norms in primary and upper primary schools.
- Majority of such students belongs to the higher age group.
- The respective VECs may take up required steps to streamline the students' enrollment at the suitable age.

There are 67 primary and 20 upper primary schools in sample having student's dropout. This indicates around 80 per cent primary schools and around 91 per cent upper primary schools having dropout students in sample. There are 3.57 per cent drop out students in primary and 6.24 per cent in upper primary school as per survey results. Per school average drop out turns out to be 11 and 14 at primary and upper primary levels, respectively. There are 49 other primary / private schools, where drop out students of 67 schools are studying. In case of upper primary schools, students of 20 upper primary schools are studying in 7 other schools.

The drop out rate is recorded to be higher (4.18 per cent and 12.20 per cent) among boys in primary and upper primary schools. But, the girl's drop out is lower than the boys at the primary and upper primary schools. On an average 4.13 to 10.25 students per school are studying in the same classes in primary and upper primary schools.

Table 4.9(B): Dropout and Related Information

Sl. No.	Particulars	Primary School	Upper Primary School
1	<u>No. of Dropout Student:</u>		
	a. Boys	407 (4.18)	238 (12.20)
	b. Girls	301 (2.98)	42 (1.74)
	c. Total	708 (3.57)	280 (6.24)
2	No. of Schools having Student Dropout	67 (79.76)	20 (90.91)
3	Student Dropout per School	10.57	14.00
4	No. of Other Schools where Dropout Student are Studying	49	7
5	No. of Student Studying in Same Class	66	41
6	No. of Schools where Students Studying in Same Class	16	4
7	Average no. of Student Studying in Same Class per School	4.13	10.25

Source: Based on Field Survey

* Percentage has been adopted from the data as on 30.09.06.

Findings and Suggestions

- Over all dropout rate ranged from 3.57 to 6.24 per cent in schools but this is higher (12.20 per cent) among boys of upper primary schools.
- 67 primary and 20 upper primary schools are having drop out students.
- On an average 4.13 to 10.25 students per school are studying (repeating) in the same classes in primary and upper primary schools.
- The girls' drop out in primary schools is higher than upper primary schools. The overall dropout rate is higher among boys at primary and upper primary levels.
- Introduction of new programmes to control the drop out is required.

4.8 Children with Special Needs (CWSN):

86.09 per cent of schools going age group CWSN of the villages are enrolled in the schools. Most of the enrolled disabled children (60 per cent) are boys and remaining 40 per cent) are girls. Majority of the disabled children are suffering from problems other than leg and hand (43.08 per cent). The per cent of leg disabled students is 35.38 in primary and upper primary schools. 12.31 per cent students of primary and upper primary schools are disabled from legs and hands both. Only 9.23 per cent students are having hand disability in primary and upper primary schools.

Table 4.10(A): Children with Special Needs (CWSN)

Sl. No.	Particulars	Primary School	Upper Primary School	Total
No. of Disabled Children in Village related to School:				
1	a. Boys	79 (61.24)	9 (40.91)	88 (58.28)
	b. Girls	50 (38.76)	13 (59.09)	63 (41.72)
	Total	129 (100.00)	22 (100.00)	151 (100.00)
No. of Enrolled Disabled Children:				
2	a. Boys	70 (63.06)	8 (42.11)	78 (60.00)
	b. Girls	41 (36.94)	11 (57.89)	52 (40.00)
	Total	111 (100.00)	19 (100.00)	130 (100.00)
Types of Disability in Students:				
3	a. Legs	35 (31.53)	11 (57.89)	46 (35.38)
	b. Hand	9 (8.11)	3 (15.79)	12 (9.23)
	c. Legs and Hand Both	13 (11.71)	3 (15.79)	16 (12.31)
	d. Others	54 (48.65)	2 (10.53)	56 (43.08)
	Total Disabled Students	111 (100.00)	19 (100.00)	130 (100.00)

Source: Based on Field Survey

Only 23.08 per cent of the enrolled handicapped children were provided with the required appliances and aids. Whatever facilities are made available at the primary level. Average number of parents counseling made about CWSN care is 2.44 per school. There are only 55.66 per cent schools where ramps are constructed.

Table 4.10(B): Provisions for Children with Special Needs (CWSN)

Sl. No.	Particulars	Primary School	Upper Primary School	Total
	<u>Facilities provided to the Student</u>			
	a. No. of student with artificial Limbs	4 (16.00)	0 (0.00)	4 (13.33)
	b. Crutches	11 (44.00)	0 (0.00)	11 (36.67)
	c. Tricycles	5 (20.00)	3 (60.00)	8 (26.67)
	d. Wheel Chair	2 (8.00)	1 (20.00)	3 (10.00)
	e. Stick for Blind	1 (4.00)	0 (0.00)	1 (3.33)
	f. Calipers	1 (4.00)	0 (0.00)	1 (3.33)
	g. Hearing Aids	1 (4.00)	0 (0.00)	1 (3.33)
	h. Other	0 (0.00)	1 (20.00)	1 (3.33)
	Total	25 (100.00)	5 (100.00)	30 (100.00)
1	No. of Schools with Ramps	54 (64.29)	5 (22.73)	59 (55.66)
2	No. of Schools without Ramps	30 (35.71)	17 (77.27)	47 (44.34)
3	No. of Parents Counseled about CWSN Care	106	16	122
4	No. of Schools in which Parents Counseled about CWSN Care	42	8	50
5	Average no. of Parents Counseled per School	2.52	2.00	2.44

Source: Based on Field Survey

Findings and Suggestions

- Enrollment of existing CWSN is 86.09 per cent in the district.
- The availability of appliances and aids is only 23.08 per cent of the total enrolled students. Whatever is made, available equipments cannot be utilized properly in the absence of required ramps in the schools.
- It is required to improve the availability of appliances and complete the construction of ramps in the schools.

4.9 Free Text Book Distribution:

The free text book distribution is found in the entire sample primary and upper primary schools. 100 per cent students of primary and upper primary school have received their books. In fact these books were also distributed among drop out students who have left the school. There were more than 13 per cent schools, where book distribution was delayed. In rest of the schools, it has been timely. The delay in book distribution has been on account of delayed delivery from district office and less availability of number of available books in the school.

Table 4.11: Free Text Book Distribution

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	<u>Students provided Free Text Books of All Subjects:</u>			
	a. Boys	9743 (49.13)	1951 (44.76)	11694 (48.34)
	b. Girls	10088 (50.87)	2408 (55.24)	12496 (51.66)
	c. Total	19831 (100.00)	4359 (100.00)	24190 (100.00)
2	No. of Schools in which Book Distribution Delayed	10 (11.90)	4 (18.18)	14 (13.21)
3	No. of Schools in which Book Distribution have been Done Timely	74 (88.10)	18 (81.82)	92 (86.79)
4	Total No of schools in which book distributed	84 (100.00)	22 (100.00)	106 (100.00)
5	<u>Reason for delay in Text Book Distribution:</u>			
	a. Delay Delivery from District Office	2 (20.00)	2 (50.00)	4 (28.57)
	b. Less availability of Books	8 (80.00)	2 (50.00)	10 (71.43)
	c. Others	0 (0.00)	0 (0.00)	0 (0.00)
	d. Total	10 (100.00)	4 (100.00)	14 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- In more than 13 per cent schools book distribution was not in time.
- Main reason was less number of available books in the schools.
- Proper coordination between SPO, DPO and school is required.

CHAPTER V

MID-DAY MEAL PROGRAMME

5.1 Details of Mid-Day Meal in Schools:

The availability of Mid-Day Meal to the students is found in 77 primary schools out of 84 sample primary schools as this programme is not found operative interest of the seven sample schools owing to none availability of either utensils or food grains or both. The display of menu on walls is found in more than 89 per cent schools, but the supply of food according to the menu is found only in 53.57 per cent schools. The availability of green vegetable in food is found only in 35.71 per cent schools where Mid-Day Meal scheme is running.

Non-availability of food items is said to be the reason in 97.44 per cent schools for not providing food according to the menu. Lack of utensils is found to be the other reason in 2.56 per cent schools.

The average number of student per school in respect of taken food before the day of team visit is turns out to be 111.24 in 76 primary schools. But the average number of students on the day of visit is found to be 97.04 students per school as per counting by team in 77 primary schools. There are total 95 students (about 1.13 students per school) who bring lunch from their home (Table-5.1 A).

The availability of food according to menu is found only in about 68 per cent schools on the day of the visit. More than 58 per cent of the students in these schools is found satisfied with the quality and quantity of food getting under MDM scheme in 77 sample schools. The students who were not happy with the available MDM, complained for quality and less quantity of food in more than 33 per cent schools. In around 92 per cent school students of primary schools bring utensils from home for taking the food. Female cooks are found in around 81 per cent schools (5.1 B).

Table-5.1 (A): Details about Mid Day Meal Scheme

Sl. No.	Particulars	Numbers
1	No. of Schools in which menu written on wall	75 (89.29)
2	No. of Schools in which menu have not written on wall	9 (10.71)
3	No. of Schools in which food supplied to the students according to menu	45 (53.57)
4	No. of Schools in which food have not supplied to the students according to menu	39 (46.43)
5	No. of schools in which green vegetables available in food	30 (35.71)
6	No. of schools in which green vegetables have not available in food	54 (64.29)
7	<u>Reasons for not cooking food according to menu:</u> a. None availability of food items	38 (97.44)
	b. Lack of utensils	1 (2.56)
8	No. of students bring lunch from home	95
9	Per school Average No. of students bring lunch from home	1.13
10	No. of beneficiaries before one day from visit	8454*
11	Average No. of beneficiaries before one day from visit per school (76 School)	111.24
12	<u>No. of students taken food on the day of visit:</u> a. According to register	7874
	b. Average According to register (77 School)	102.26
	c. Head counts	7472
	d. Average Head counts (77 School)	97.04

Source: Based on Field Survey

* MDM isn't supplied in 7 schools in the district.

Table-5.1 (B): Mid-Day Meal on the Day of Team Visit

Sl. No.	Particulars	Numbers
1	No. of Schools in which food have been given according to menu	57 (67.86)
2	No. of Schools in which food have not been given according to menu	20 (23.81)
3	No. of Schools in which students are happy with the quality of food	49 (58.33)
4	No. of Schools in which students are not happy with the quality of food	28 (33.33)
5	No of Schools in which students are happy with the quantity of food	49 (58.33)
6	No of Schools in which students are not happy with the quantity of food	28 (33.33)
7	<u>Reasons for the students are not happy with the Mid Day Meal:</u> Food have not been cooked according to menu Lack of quality Lack of Quantity	7 (25.00) 19 (67.86) 2 (7.14)
8	No. of Schools in which students bring the utensils from the home	77 (91.67)
9	No. of Male cooks in the schools	9 (10.71)
10	No. of Female cooks in the schools	68 (80.95)

Source: Based on Field Survey

5.2 Social Status of Cooks:

Considering the social categories, 76.62 per cent cooks are belonging to OBC caste; only 9.09 per cent are SC and remaining 14.16 per cent belonging to the other castes (general category). Regular payment to cooks is found in 44.16 per cent schools.

The average amount of monthly payment to cooks turns out to be around Rs.538.

Table 5.2: Status of Cooks under MDM

Sl. No.	Particulars	Numbers
	<u>Social Categories of Cooks:</u>	
1	Schedule Caste	7 (9.09)
	OBC	59 (76.62)
	Others	11 (14.29)
2	No. of School in which cooks have been paid regularly	34 (44.16)
3	No. of Schools in which cooks have not been paid regularly	43 (55.84)
4	Average amount for cooks have been paid per month	538

Source: Based on Field Survey

Findings and Suggestions

- 7 primary schools are not providing meal to the students under mid day meal scheme.
- The availability of food under MDM programme has been the problem in the sample schools and also non-availability of food as per menu has been a problem in 46.43 per cent schools. The payment of cooks has not been timely in more than 55.84 per cent schools.

5.3 Infrastructure of MDM Programme:

There are 58 (69 per cent) sample schools with the kitchen facility. In rest of the 73.08 per cent and 23.08 per cent schools, the cooking is being done in open ground and outside the school, respectively. In one school food is made available through other sources. The storage of food items is found at Pradhan's residence in 67.86 per cent schools and within the school in 22.62 per cent schools. The food items are also stored at PDA shops (8.33 per cent) and other places (1.19 per cent).

All sample schools have proper register for MDM. There is 84.52 per cent of the sample schools with required utensils in the kitchen. The funds for purchasing utensils are made available from SSA in 84.52 per cent schools. The remaining 15.48 per cent schools have got utensils from community funds. The use of LPG as fuel for cooking is in 22.62 per cent schools. But, the use of fuel wood is reported maximum in 77.38 per cent schools.

Table 5.3: Infrastructure for MDM

Sl. No.	Particulars	Numbers
1	No. of School with kitchen	58 (69.05)
2	No. of School without kitchen	26 (30.95)
3	<u>Venue for cooking in which schools kitchen have not been constructed:</u> Open ground Cooked form outside Others	19 (73.08) 6 (23.08) 1 (3.84)
4	No. of Schools with availability of safe drinking water	80 (95.24)
5	No. of Schools without availability of safe drinking water	4 (4.76)
6	<u>Place for food item storage:</u> In school At Pradhan's residence At PDA shop Others	19 (22.62) 57 (67.86) 7 (8.33) 1 (1.19)
7	No. of Schools with proper register for MDM	84 (100.00)
8	No. of Schools without proper register for MDM	-
9	No. of Schools with required utensils in kitchen	71 (84.52)
10	No. of Schools without required utensils in kitchen	13 (15.48)
11	<u>Source of Funds used in utensils purchasing:</u> SSA Community Fund	71 (84.52) 13 (15.48)
12	<u>Fuel used in cooking:</u> LPG Fuel Wood	19 (22.62) 65 (77.38)

Source: Based on Field Survey

5.4 Cleanliness and Inspection of MDM:

The awareness about washing hands before taking meal, use of clean utensils and other norms relating to ideal social order is found in most of the sample schools. Regular inspection of MDM programme is found in 76.62 per cent schools. The most of the inspections are made by school teachers. The VEC's role in inspection of MDM is not found satisfactory in this district.

Table 5.4: Awareness and Food Inspection

Sl. No.	Particular	Numbers/Schools
1	<u>Students made aware about:</u> a. Students must wash their hands before and after taken food b. Take & eat food in organized way c. Keep the water for utensil cleaning d. Nobody make differentiation on the basis of Caste/gender/disability at the time of taken food	77 (91.67) 73 (86.90) 76 (90.48) 74 (88.10)
2	No. of Schools in which MDM inspected regularly	59 (76.62)
3	<u>Inspection authority:</u> a. Community/Parents b. VECs c. School Teachers d. Others	9 (15.25) 7 (11.87) 43 (72.88) 0 (0.00)
4	<u>Duration/Frequency of Inspection:</u> a. Daily b. Often c. Sometime	31 (52.54) 16 (27.12) 12 (20.34)

Source: Based on Field Survey

5.5 Supply of Micro-Nutrients:

The supplement of micro-nutrition to the students is available only in the 5.95 per cent schools. In most cases (60 per cent) this is provided by the ANM and remaining 40

per cent provided by others. The schools, where micro-nutrition supplements are made available, these were provided once in a month in 60 per cent cases. In rest of the 40 per cent schools it was provided twice in a month.

Table 5.5: Food Supplements

Sl. No.	Particulars	Numbers/Schools
1	No. of Schools in which micro nutrition supplement provided to the student	5 (5.95)
2	No. of Schools in which micro nutrition supplement have not been provided to the student	79 (94.05)
3	<u>Micro-nutrition supplement providers:</u> ANM Others	3 (60.00) 2 (40.00)
4	<u>Duration/Frequency of Micro-nutrition supplement as provided:</u> Once in a month Twice in a month	3 (60.00) 2 (40.00)

Source: Based on Field Survey

5.6 Parents and VEC Participation in MDM:

As per the survey results, the parents and VEC participation in MDM scheme is found to be satisfactory in 59.52 per cent schools and in 40.48 per cent sample schools, it is found bad, with respect to daily supervision. But in terms of cooperation through contribution of cash and items, it is reported to be bad in all sample schools (77schools).

Table 5.6: Participation of Parents/VECs in MDM

Sl. No.	Participation of Parents/VECs in MDM	Daily supervision of MDM	Cooperation through contribution of cash/items
1	Very Good	-	-
2	Good	-	-
3	Satisfactory.	50 (59.52)	-
4	Bad	34 (40.48)	84 (100.00)
	Total Schools	84 (100.00)	84 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- Around 31 per cent schools are still without kitchen.
- Even in schools with kitchen food is cooked in open ground in majority of the schools.
- 15.48 per cent schools do not have required utensils.
- Despite awareness of cleanliness, the students do not follow it during MDM.
- 76.62 per cent schools are inspected regularly for MDM.
- Only 5.95 per cent schools are providing micro-nutrition supplement to the students.
- Overall participation of parents and VEC in MDM is not satisfactory in most of the schools.

CHAPTER VI

VECs, GRANTS AND T.L.M.

6.1 VEC Members:

There are 533 VEC members in 106 sample primary and upper primary schools in the district Rae Bareli. Each sample school has 5 VEC members. Most of the schools do not have parent's representation in VEC. More than 61 per cent of the VEC members are females and about 39 per cent are males.

Table 6.1: Gender wise VEC members

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	Female	161 (38.06)	45 (40.91)	206 (38.65)
2	Male	262 (61.94)	65 (59.09)	327 (61.35)
	Total	423 (100.00)	110 (100.00)	533 (100.00)

Source: Based on Field Survey

The caste-wise composition shows that 29.08 per cent members belong to scheduled caste, 44.47 per cent members belong to OBC category in VEC of primary and upper primary schools in the district. General category members are 26.45 per cent to in the VECs.

Table 6.2: Social categories wise VEC Members

Sl. No.	Caste	Primary School	Upper Primary School	Total
1	SC	119 (28.13)	36 (32.73)	155 (29.08)
2	ST (Minorities)	-	-	-
3	OBC	195 (46.10)	42 (38.18)	237 (44.47)
4	General	109 (25.77)	32 (29.09)	141 (26.45)
	Total	423 (100.00)	110 (100.00)	533 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- Average number of VEC members in the district due to under representation of parents.
- The female and caste-wise composition of VEC is as per norms.
- The parent's representation in VECs should be emphasized.

6.2 VEC Meetings:

As per norms, VEC meetings are to be held every month in every school. But the survey indicated that meetings were held in 70.75 per cent schools in primary and upper primary level. The frequency of meetings was also recorded to be unsatisfactory. On an average 1.52 meetings were held in schools during the last six months.

Table 6.3 (A): Details about VEC Meeting

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of School organized meeting: a. Yes b. No.	58 (69.05) 26 (30.95)	17 (77.27) 5 (22.73)	75 (70.75) 31 (29.25)
2	Average No. of Meeting only last 6 months	1.45	1.76	1.52

Source: Based on Field Survey

The agenda of VEC meetings comprised of cultural programmes, construction of new building, recruitment of Shiksha Mitra, cleanings of school, Scholarship, election, pulse polio and other immunization programmes, school maintenance, mid-day meal, students' enrolment and attendance, etc. as presented in Table 6.3 (B).

Table 6.3 (B): Agendas of VEC Meetings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	For New Building	8 (13.79)	1 (5.88)	9 (12.00)
2	Recruitment of Shiksha Mitra	10 (17.24)	4 (23.53)	14 (18.67)
3	For Improvement of Presence	39 (67.24)	13 (76.47)	52 (69.33)
4	Enrollment	17 (29.31)	7 (41.18)	24 (32.00)
5	For Pots, Food and Recruitment	11 (18.97)	0 (0.00)	11 (14.67)
6	Polio Drop	9 (15.52)	0 (0.00)	9 (12.00)
7	Mid Day Meal	16 (27.59)	0 (0.00)	16 (21.33)
8	Discussion	17 (29.31)	11 (64.71)	28 (37.33)
9	All maintenance work	22 (37.93)	8 (47.06)	30 (40.00)
10	For committee	7 (12.07)	2 (11.76)	9 (25.33)
11	Cleaning	14 (24.14)	5 (29.41)	19 (25.33)
12	Scholarship	5 (8.62)	3 (17.65)	8 (10.67)
13	Free dress	5 (8.62)	0 (0.00)	5 (6.67)
14	Utilization of Money	1 (1.72)	0 (0.00)	1 (1.33)
15	Plantation	2 (3.45)	0 (0.00)	2 (2.67)
16	For Welcome of Secretary	3 (5.17)	2 (11.76)	5 (6.67)
17	Recruitment	2 (3.45)	2 (11.76)	4 (5.33)
18	Cultural Program	5 (8.62)	9 (52.94)	14 (18.67)
	Formation of Education Committee	27 (46.55)	0 (0.00)	27 (36.00)
	No. of Total school	84 (100.00)	22 (100.00)	106 (100.00)

Source: Based on Field Survey

The representation of female members in meetings was recorded to be 40.72 per cent and 17.39 per cent SC (within male).

Table 6.4: Sex and Caste-wise VEC Members Attending the Meeting

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	Female	107 (36.64)	51 (53.13)	158 (40.72)
2	Male	185 (63.36)	45 (48.88)	230 (59.28)
	<u>Caste distribution among Male:</u>			
	a. SC	32 (17.30)	8 (17.78)	40 (17.39)
	b. Other	153 (82.70)	37 (82.22)	190 (82.61)
	Total Member (Male + Female)	292 (100.00)	96 (100.00)	388 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- Representation of female members in meetings was adequate.
- Members attended VEC meetings without adequate female member's representation.

6.3 VEC Training:

The VEC members were imparted training in 75 per cent of primary and 81.82 per cent of upper primary schools. Around 97 per cent of primary and around 92 per cent of upper primary school's VEC members have been trained. The VEC members of schools, where training was imparted, expressed their opinion about the quality of training. Not a single member of primary and upper primary school regarded training as best. More than 14 per cent of primary and around 17 per cent of upper primary school's members regarded training as good. It was rated as satisfactory by more than 25 per cent and 33.33 per cent school members in primary and upper primary schools, respectively. Out of these members, 60.32 per cent of primary and 50 per cent of upper primary schools members regarded training as bad. All the VEC members are trained by BRC and NRPC coordinators.

Table 6.5: Details about VEC Training

Sl. No.	Gender	Primary School	Upper Primary School
1	No. of Schools organized training of VEC members	63 (75.00)	18 (81.82)
2	No. of trained members	283 (96.92)	88 (91.67)
3	Average no. per schools	3.37	4.00
<u>Reaction of trained members in school regarding training:</u>			
4	a. Best b. Good c. Satisfactory d. Bad	9 (14.28) 16 (25.40) 38 (60.32)	3 (16.67) 6 (33.33) 9 (50.00)
	Total schools organized training	63 (100.00)	18 (100.00)

Source: Based on Field Survey

Note: All VEC members are trained by BRC/NPRC

Findings and Suggestions

- 75 per cent in primary schools and 81.82 per cent in upper primary schools organized training programme for VEC members.
- About 97 per cent of primary and 92 per cent of upper primary schools VEC members were trained.
- Most of VEC members were found to be unsatisfied from training programme.
- The good quality training should be organized for each school for each VEC member.

6.4 Role of VEC for Improving the School Conditions:

As per the opinion of school teachers (Table-6.6), the role of VEC members has not been found as best for improving the school conditions with respect to atmosphere, enrolment and presence of teacher as well as students in primary schools. In around 9 per cent schools, the role of VEC was found to be good. In more than 48 per cent schools, VEC role was regarded as satisfactory. But in more than 43 per cent schools, their role was found to be bad in case of primary schools.

The role of VEC was reported to be as good in around 14 per cent of the upper primary Schools. In more than 45 per cent of the sample schools, it was found to be satisfactory. But in around 41 per cent schools, the role of VEC was bad.

Table 6.6: Role of VEC for improving the conditions of Schools

Sl. No.	Particulars	Atmosphere	Enrollment of Students	Presence of Teacher	Presence of Student	Total
Primary School						
1.	a. Best	-	-	-	-	-
	b. Good	17 (20.24)	10 (11.90)	2 (2.38)	-	29 (8.64)
	c. Satisfied	40 (47.62)	52 (61.91)	48 (57.14)	22 (26.19)	162 (48.21)
	d. Bad	27 (32.14)	22 (26.19)	34 (40.48)	62 (73.81)	145 (43.15)
	Total	84 (100.00)	84 (100.00)	84 (100.00)	84 (100.00)	336 (100.00)
Upper Primary School						
2.	a. Best	-	-	-	-	-
	b. Good	5 (22.73)	4 (18.18)	1 (4.54)	2 (9.09)	12 (13.64)
	c. Satisfied	10 (45.45)	8 (36.36)	14 (63.64)	8 (36.36)	40 (45.45)
	d. Bad	7 (31.82)	10 (45.45)	7 (31.82)	12 (54.55)	36 (40.91)
	Total	22 (100.00)	22 (100.00)	22 (100.00)	22 (100.00)	88 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- None of primary school was found to be as best, with respect to improving school conditions by VEC members.
- Their satisfactory role was reported in 48.21 per cent in primary and 45.45 per cent in upper primary schools.
- In more than 43 per cent of primary and around 41 per cent of upper primary schools, the role of VEC was found bad in this respect.
- The role of VECs' should be made more important for improving schools conditions. Hence, VEC members should play more active role in this respect.

6.5 Grants for Primary and Upper Primary Schools:

As per information collected from the school register and pass books regarding receiving and expenditure of school grants of primary school for the year 2006-07 indicated, 57.23 per cent to 95.24 per cent of total received grants has been spent under different heads. The received grants under the head of honorarium to Para-teachers (Shiksha mitra) are utilized to the level of 75.71 per cent. Under the head of

construction of building and construction of boundary, the grants have not been received by the VECs. (Table-6.7)

Table 6.7: Head wise Grants for Primary School - 2006-07

Sl. No.	Head of Aid	Received	Expenditure
1	School maintenance aid	475000 (100.00)	324000 (68.21)
	Average per school	5655	3657
2	School development	235000 (100.00)	158000 (67.23)
	Average per School	2798	1881
3	Honorarium for Para teacher (Shiksha Mitra)	3554838 (100.00)	2691284 (75.71)
	Average per School	42320	32039
4	Construction of Building	-	-
	Average per School		
5	Construction of Rooms	6860000 (100.00)	3925700 (57.23)
	Average per School	81667	46735
6	Construction of Toilet	40000 (100.00)	32000 (80.00)
	Average per School	476	381
7	Construction of Boundary	-	-
	Average per School		
8	TLM	230500 (100.00)	179800 (78.00)
	Average per School	2744	2141
9	Ramps Construction	273000 (100.00)	260000 (95.24)
	Average per School	3250	3092
10	NPEGEL	1486600 (100.00)	1325600 (89.17)
	Average per School	17698	15781
11	Honorarium for Acharya	53850 (100.00)	47850 (88.36)
	Average per School	641	570
12	Others	718360 (100.00)	466200 (64.90)
	Average per School	8552	5550

Source: Based on Field Survey

In case of upper primary schools, the received grants have been utilized 47.06 per cent to 73.89 per cent. Under the head of construction of building and construction of toilet and harmonium for acharya, the grants have not been received by the VECs.

Table 6.8: Head wise Grants for Upper Primary School - 2006-07

Sl. No.	Head of Aid	Received (Rupees)	Expenditure (Rupees)
1	School maintenance aid	109000 (100.00)	67000 (61.47)
	Average per school	4955	3045
2	School development	40000 (100.00)	28000 (70.00)
	Average per School	1818	1273
3	Construction of Building	-	-
	Average per School		
4	Construction of Rooms	865000 (100.00)	476000 (55.03)
	Average per School	39318	21636
5	Construction of Toilet	-	-
	Average per School		
6	Construction of Boundary	40000 (100.00)	40000 (100.00)
	Average per School	1818	1818
7	TLM	34000 (100.00)	16000 (47.06)
	Average per School	1545	190
8	Ramps Construction	26000 (100.00)	19200 (73.85)
	Average per School	1545	873
9	NPEGCC	744396 (100.00)	461948 (62.06)
	Average per School	33836	20998
10	Others	1037242 (100)	766444 (73.89)
	Average per School	47147	34838

Source: Based on Field Survey

Findings and Suggestions

- Grant for building and boundary construction have not been received in primary schools.
- Money has been withdrawn from account in some cases but construction work not been started yet.
- For different types of constructions, unutilized grants are found.
- Better monitoring of construction work and fund utilization is required for the achievement of expected results.

6.6 Availability of Construction Records with VEC:

The survey results indicate that only in 26.19 per cent primary and 22.73 per cent upper primary schools, Village Education Committees have construction work manual. Only about 17 per cent VECs have proper up keeping of funds records at primary and more than 18 per cent in upper primary level. Around 98 per cent in primary school and more than 95 per cent VECs of upper primary schools have no school construction related account.

Table 6.9: Availability of Construction related records with VEC

Sl. No.	Gender	Primary School	Upper Primary School
1	Construction work manual with village education committees	22 (26.19)	5 (22.73)
2	Construction related manual not with VECs	62 (73.81)	17 (77.27)
3	No. of VEC with proper up keeping of Fund's records	14 (16.67)	4 (18.18)
4	No. of VEC without proper up keeping of funds	70 (83.33)	18 (81.82)
5	No. of VEC having accounts of school related construction work/items	2 (2.38)	1 (4.55)
6	No. of VECs not having accounts school related construction work/ items	82 (97.62)	21 (95.45)
	No. of Total schools	84 (100.00)	22 (100.00)

Source: Based on Field Survey

Findings and Suggestions

- Most of the VECs did not have any school construction related records.
- This is one of the main reasons for misuse of fund and slow progress of construction work in schools.
- Use of TLM by the student has been around 61 per cent in primary and upper primary schools.

6.7 Teaching Learning Materials (TLM):

As per data presented in the Table-6.10, there are 326 teachers in primary schools and 27 teachers in upper primary schools, those received TLM amount in the district. Training of teachers regarding use of TLM was imparted only in 75.47 per cent

schools. The display of TLM was found in the class rooms in 68.87 per cent of the sample schools. The use of TLM by the students was found in 61.32 per cent schools.

Table 6.10: **Details about Teaching Learning Material**

Sl. No.	Gender	Primary School	Upper Primary School	Total
1	No. of Teachers / Shiksha Mitra received TLM amount	326	27	553
2	Average	3.88	(1.23)	5.22
3	Training of Teachers regarding use of TLM	66 (78.57)	14 (63.64)	80 (75.47)
4	Display of TLM in Class rooms	65 (77.38)	8 (36.36)	73 (68.87)
5	Use of TLM by Student	56 (66.67)	9 (40.19)	65 (61.32)
	No. of Total school	84 (100.00)	22 (100.00)	106 (100.00)

Source: Based on Field Survey

The use of TLM by teachers for teaching has not been observed in 26.42 per cent of the total sample schools. In 61.32 per cent schools, the teachers often used TLM. Only 12.26 per cent school teachers always use TLM equipments to teach students in schools.

Table 6.11: **Use of TLM by Teachers**

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Always	12 (14.29)	1 (4.55)	13 (12.26)
2	Often	57 (67.86)	8 (36.36)	65 (61.32)
3	Never	15 (17.86)	13 (59.09)	28 (26.42)
	Total	84 (100.00)	22 (100.00)	106 (100.00)

Source: Based on Field Survey

CHAPTER VII

CIVIL WORK

7.1 Construction of School Buildings:

The construction work of school buildings is not found in progress in surveyed 106 sample primary and upper primary schools in the district. (Table-7.1).

Table 7.1: Construction of School Buildings

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of schools building under construction	-	-	-
2	Progress of construction (no. 7)			
	a. Foundation level	-	-	-
	b. Up from doors level	-	-	-
	c. Completing roof	-	-	-
	d. Final Finishing	-	-	-
	Total no. of sample schools	84 (100.00)	22 (100.00)	106 (100.00)

Source: Based on Field Survey

As per data presented in the Table-7.2, construction of extra rooms in 21.43 per cent (18 schools) sample primary schools is found to be in progress during the survey. Out of these, 16.67 per cent schools are proposed for one room and around 4.76 per cent schools are proposed for the construction of extra two rooms. In case of upper primary schools, in 13.64 per cent (3 schools) construction work of extra rooms was in progress. Construction of one and two rooms is found in each of the schools. In most of the cases the incharge of the construction work were headmasters. In some cases the charge was also handed over to the assistant teachers. The details of construction stage as reported in Table 7.2.

Table 7.2: Construction of Extra Rooms

Sl. No.	Particulars	Primary School	Upper Primary School
1	No of School under extra room construction	18 (21.43)	3 (13.64)
2	No of school one room constructed	14 (16.67)	1 (4.55)
3	No of school more than two room constructed	4 (4.76)	2 (9.09)
Progress of Extra rooms construction:			
4	a. Foundation level	3 (16.67)	1 (33.33)
	b. Up from doors level	2 (11.11)	1 (33.33)
	c. Completing roof	9 (50.00)	-
	d. Others	4 (22.22)	1 (33.33)
In charge of construction work:			
5	a. Head Master	14 (77.78)	2 (66.67)
	b. Teacher	4 (22.22)	1 (33.33)
	c. ABRC	-	-

Source: Based on Field Survey

7.2 Construction of Toilets and Hand Pump Installation:

In no school installation of hand pump is seen to be in progress in the district under SSA programme. There is one more proposed hand pumps to be installed in primary school in the sample area. One toilet was recorded under construction in sample primary school, which is to be constructing under Total Sanitation Scheme (TSS). 11 more toilets are proposed for construction in sample schools, out of which 10 toilets are proposed in primary schools and 1 toilet is in upper primary school.

Table 7.3: Under Construction and Proposed Hand Pumps and Toilets

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No of school under installation of Hand pumps for drinking water	-	-	-
2	<u>Scheme of Hand pumps Installation:</u> Swajaldhara SSA Others	- - -	- - -	- - -
3	No. of schools with proposed hand pumps	1 (1.19)	-	1 (0.94)
4	No. of schools with under construction of toilets	1 (1.19)	-	1 (0.94)
5	<u>Schemes for Toilets:</u> TSS SSA	1 (100.00) -	-	1 (100.00) -
6	Proposed no. of toilets in schools	10 (11.90)	1 (4.54)	11 (10.38)

Source: Based on Field Survey

7.3 Technical Supervision of Construction Work:

In 20 schools JEs is found engage in the technical supervision of different kinds of construction work in sample primary and upper primary schools. Out of 19 are primary schools and 1 is upper primary school. Out of total supervisions, in 85 per cent (17 JEs) cases, the JEs are supervising the civil work at block level and 15 per cent (3 JEs) cases are supervising by the district level. ▶

Table 7.4: Status of Technical Supervisor

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	No. of JEs Supervising the civil work	19 (100.00)	1 (100.00)	20 (100.00)
2	<u>JEs supervising at different level:</u> Block level Tehsil level District level	17 (89.47) - 2 (10.53)	- - 1 (100.00)	17 (85.00) - 3 (15.00)
	Total	19 (100.00)	1 (100.00)	20 (100.00)

Source: Based on Field Survey

There were about 80 per cent of the total school sites of construction work; where on the spot inspection was made by technical supervisor. More than 12 per cent sites are inspected three or more times, around 19 per cent sites are two times and around 69 per cent sites were inspected only one time. The inspections were made at all stages of the construction. The investigators have found more than 6 per cent of the

Table 7.5: Inspection and Views about Construction Work

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Inspection of construction work on spot by technical employee	15 (78.95)	1 (100.00)	16 (80.00)
2	<u>No of times inspections was done before survey:</u> a. One time b. Two time c. Three and more time	10 (66.67) 3 (20.00) 2 (13.33)	1 (100.00) - -	11 (68.75) 3 (18.75) 2 (12.50)
3	<u>Level of inspection:</u> a. At the Foundation level b. Up to doors level c. Linter level d. Other	10 (66.67) 1 (6.67) 4 (26.67) - -	- - - 1 (100.00)	10 (62.50) 1 (6.25) 4 (25.00) 1 (6.25)
4	<u>Views of investigators regarding construction work:</u> a. Good b. Satisfactory c. Unsatisfactory	1 (6.67) 13 (86.67) 1 (6.67)	- 1 (100.00) -	1 (6.25) 14 (87.50) 1 (6.25)
5	<u>Comments of investigator in condition of unsatisfactory construction work:</u> a. Low quality of building material b. Slow construction work c. Lack of appropriate use of material	1 (100.00) - -	- - -	1 (100.00) - -

Source: Based on Field Survey

* Percentage was made from the sampled schools engaged in construction work.

construction work as unsatisfactory, but more than 87 per cent have been reported as satisfactory. Only 6.25 per cent construction work was reported as good. Due to low quality of building material, the construction work is slow and unsatisfactory.

Findings and Suggestions

- The unsatisfactory construction work has been reported in 6.25 per cent cases.
- The main reason of unsatisfactory work is slow progress and low quality of building material.
- Strict supervision of construction work is suggested.
- Dominant persons like president of district basic education and teachers should not be involved in construction work.

CHAPTER VIII

OTHER PROGRAMMES AND BRC/NPRC INPUT

8.1 Kasturba Gandhi Balika Vidyalaya (KGBV):

Total 4 KGBV were sanctioned in the district of Rae Bareli during the year 2006-07. Out of these, 2 have been made functional with the efforts of DIET up to 30.09.2006. The land has been identified for functional KGBVs but the formalities for the construction of building have not been completed. The sample KGBV of Deeh received Rs. 45,29,900.00 as a budget for financial year 2006-07.

8.1.1 Teachers and Other Staff in KGBV:

The details about teaching and other staff as presented in the Table-8.1 indicates that 1 warden cum teacher, 4 full time teachers, 3 part time teachers, 1 accountant, 1 chaukidar, 1 peon and 1 cook have been sanctioned for KGBV (Deeh) in district Rae Bareli. Most of the staff was found in position except 2 full time teachers at the time of visit.

Table-8.1: Teachers and Other Staff in KGBV - Deeh

Sl. No.	Designation		Sanctioned	In Position
1	Warden cum Teacher		1	1
2	Teachers	Full Time	4	2
		Part Time	3	3
3	Accountant		1	1
4	Assistant		-	-
5	Peon		1	1
6	Chaukidar		1	1
7	Cook		1	1
8	Other		-	-

Source Based on Field Survey

8.1.2 Social Categories of Students in KGBV:

As per data presented in the Table-8.2, 76 girls have been enrolled in sample KGBV of Deeh. Out of these, 55 (72.37 per cent) students belong to SC category, 10

(13.16 per cent to OBC, 7 (9.21 per cent) to the minority and 4 (5.26 per cent) students belong to the other (BPL) category.

Table- 8.2: Social Category of Students in KGBV

Sl. No.	Social Category	Number of Students
1	Schedule caste	55 (72.37)
2	Schedule tribe	-
3	Other Backward Caste	10 (13.16)
4	Minorities	7 (9.21)
5	Other (BPL)	4 (5.26)
6	Total	76 (100.00)

Source: Field Survey, SSA Programme, District – Rae Bareli, U.P.

Note- 100% Girls were present on the day of visit.

8.1.3 Infrastructure of KGBV:

The KGBV in the district is run by DIET in GGIC campus of Deeh Block. The classroom furniture is required as it is not available. Beddings for hostel, dress and entertainment facilities etc. are available for the students. The toilet facility is available for the girls. The security system for the teachers and girls living in hostel is also available in the school.

8.2.1 Residential Bridge Course (RBC):

There are 19 RBCs functioning in the district Rae Bareli. Only 1 RBC was taken as sample when was established in 2007. It is located by the BRC centre of urban area of the district. One instructor cum care taker and one instructor are in position in sample RBC. One chaukidar and one cook were also found in position at the time of team visit. An honorarium of Rs. 2000 per month was paid to each of the instructors in sample RBC. But their payment was not made regularly.

Table-8.3: Teachers and Other Staff in Sample RBC

Sl. No.	Designation	Sanctioned	In Position
1	Instructor cum Care taker	1	1
3	Instructor	1	1
6	Chaukidar	1	1
7	Cook	1	1

Source: Field Survey, SSA Programme, District – Rae Bareli, U.P.

8.2.2 Social Category of Students in RBC

The following Table 8.4 shows that the students enrolled in sample RBC were mostly from the underprivileged social groups. All the students enrolled were girls. Only 35 (68.63 per cent) students were present on the day of visit.

Table-8.4: Social Category of Students in RBC

Sl. No.	Social Category	Number of Students
1	Schedule caste	38
2	Schedule tribe	-
3	OBC	17
4	Minorities	6
5	Other (General)	-
6	Total	51

Source: Field Survey, SSA Programme, District – Rae Bareli, U.P.

8.3 Status and staff of NRBC:

53 NRBCs are functioning in the district. Out of these, 3 NRBCs are taken as sample. These NRBCs were established in 2006 in a permanent location. All the teachers are receiving an honorarium of Rs. 1000 per month on a regular basis. Out of three Acharya in NRBC, only one Acharya was trained (Table-8.5).

Table 8.5: Status and staff of NRBC

Sl. No.	Particulars	NRBC
1	Total NRBC	53
2	No. of sample NRBC	3
3	Permanent Place	3
4	Temporary Place	-
5	Establishment Year: 2006	3
6	No. of Acharya trained	1
7	No. of Acharya untrained	2
8	Payment to Acharya (Rs. 1000 per month)	3
9	Regular Payment	3

Source: Field Survey, SSA Programme, District – Rae Bareli, U.P.

8.4 National Programme for Education of Girls at Elementary Level (NPEGEL):

There are 181 NPEGEL centres were functioning at upper primary schools in the district. As per survey conducted in only 9 NPEGEL centers, 6 cluster model schools received a grant of Rs. 3, 43,500.00 during the financial year 2006-07. The grant is being used for the construction of extra rooms in 2 schools, for providing safe drinking water in 1 school and for construction of toilet in 2 schools. Out of the total sample, 2 cluster model schools have electricity supply. There are total 189 girls found enrolled in these NPEGEL. The free books have been supplied in all 9 NPEGEL centres. All the 9 NPEGEL centres are located in the buildings of the Upper Primary Schools (Table 8.6).

Table 8.6: Details of Sample NPEGEL Centres

Sl. No.	Particulars	No./Amount/Percentage
1	No. of Model cluster school Surveyed	9 (100.00)
2	No. of Model cluster schools received grant in the financial year (2006-07)	6 (66.67)
3	Total Amount received Amount Average per school	343500 57250
	<u>No of model cluster school under civil work:</u>	
4	a. Extra Room b. Drinking Water c. Toilet	2 (22.22) 1 (11.11) 2 (22.22)
5	No of electrified school	2 (22.22)
6	No. of school with ECCE	1 (11.11)
7	No of School teacher trained with Gender Sensitization	2 (22.22)
8	No. of school required amount for TLM, Library, Game, skill training	-
9	Total no. of Girls enrolled Average per school	189 21
10	No of school provided free text book to enrolled girls	9 (100.00).

Source Based on Field Survey

8.5 Education Guarantee Scheme (EGS), AIE and Madrasas:

There are 56 EGS, 28 AIE and 13 Madrasa in the district of Rae Bareli. The sample AIE are located in town areas and Amawan block. The sample Madrasas are located in the town area and Rahi block of district. AIE were established during 2005 and 2006. EGS were established during the year 2003, 2004 and 2006. The payment was reported to be regular in all sample EGS as well as in 1 AIE center. The irregular payment was also found in 1AIE centre and 2 Madrasas. The payment of Rs.1000/- per month was made in each centre (Table 8.7).

Table 8.7: EGS/AIE and Madrasa Centres in Rae Bareli District

Sl. No.	Particulars	EGS	AIE	M.M
1	Total no. of Alternative Schools / Centers	56	28	13
2	No. of sample Centres	3 (100.00)	2 (100.00)	2 (100.00)
3	a. Permanent Place b. Temporary Place	1(33.33) 2(66.66)	1(50.00) 1(50.00)	2(100.00) -
4	Establishment Year: a. 2003 b. 2004 c. 2005 d. 2006	1(33.33) 1(33.33) - 1(33.33)	- - 1(50.00) 1(50.00)	- - 1(50.00) 1(50.00)
5	No. of Acharya trained	1(33.33)	2(50.00)	1(50.00)
6	Payment to Acharya (Rs. 1000 per month)	3 (100.00)	2 (100.00)	2 (100.00)
7	Regular Payment	3 (100.00)	1 (50.00)	-
8	Irregular Payment	-	1(50.00)	2(50.00)

Source: Field Survey, SSA Programme, District – Rae Bareli, U.P.

8.6 Students Attendance:

Student attendance in the alternative schooling centres was good. Enrolled students' presence in each was found good on the day of the visit. Most of the students are from Scheduled caste and backward castes and minorities. The girls are found in higher percentage as compared to the boys.

Findings and Suggestions

- There are two KGBVs found functional in the district.
- The payment of EGS/AIE teachers has been regular and irregular both.
- The students' attendance in the alternative schooling centres is good.
- Most of the EGS/AIE centres are functioning properly.
- The Centres are deprived of TLM, MDM and other programmes.
- Proper records are maintained.
- VEC members are required to be oriented for the development of alternative schooling.

8.7 Academic Input of BRC/NPRC Coordinators:

The visit of BRC coordinators for academic input is recorded to be 53 times during the last six months in primary schools. The average number of visits is found to be less than once in a month. NPRC coordinators have visited 71 times in primary schools. An average number of visits per primary school by NPRC coordinators were recorded less than once in a month.

In case of upper primary schools, the visit of BRC coordinators for academic input is recorded to be 8 times. The average number of visits is found to be less than once in a month. In the same way, NPRC coordinators have visited 16 times in upper primary schools. An average number of visits per school by NPRC coordinators were recorded less than once in a month (Table 8.8).

Table 8.8: Details of Academic Input provided by Coordinator

Sl. No.	Particulars	Primary School	Upper Primary School	Total
1	Visits of BRC coordinator for Academic input No. of Times (Average) per month	53 (63.10) Less Than once in a Month	8 (36.36) Less than once in a Month	61 (57.54) Less than once in a Month
2	Visits of NPRC coordinator for Academic input No. of Times (Average) per month	71 (84.52) Less than once in a Month	16 (72.72) Less than once in a Month	87 (82.07) Less than once in a Month
	Total Schools	84(100.00)	22(100.00)	106(100.00)

Source: Based on Field Survey

8.8 District Information System for Education (DISE):

The training for filling up information in the data capture format was given to one teacher in each school. The data capture format was supplied to all the primary and upper primary schools. The complete data capture formats were submitted to the district office.

8.9 Investigators View about the Schools:

As per investigators view, 42.86 per cent to 84.52 per cent primary schools were having satisfactory security, hygiene, cleanliness and disciplinary conditions. The same were found bad in 9.52 per cent to 36.90 per cent primary schools.

The security system in upper primary school was found bad in more than 27 per cent schools as compared to the 36.93 per cent in the primary schools. But the level of hygiene and discipline was much low in upper primary schools as compared to the primary schools (Table 8.9).

Table 8.9: Views of Investigators Regarding Schools

Sl. No.	Particulars	Very Good	Good	Satisfactory	Bad	Total
1	<u>Primary Schools:</u> a. Security b. Hygiene c. Cleanliness d. Discipline in students	- 1 (1.19) 3 (3.57)	17 (20.24) 10 (11.90) 5 (5.95) 5 (5.95)	36 (42.86) 60 (71.43) 63 (75.00) 71 (84.52)	31 (36.90) 13 (15.48) 13 (15.48) 8 (9.52)	84 (100.00) 84 (100.00) 84 (100.00) 84 (100.00)
2	<u>Upper Primary Schools:</u> a. Security b. Hygiene c. Cleanliness d. Discipline in students	1 (4.54) 2 (9.09) 1 (4.54) -	6 (27.27) 3 (13.64) 6 (27.27) 4 (18.18)	9 (40.91) 16 (72.72) 13 (59.09) 16 (72.72)	6 (27.27) 1 (4.54) 2 (9.09) 2 (9.09)	22 (100.00) 22 (100.00) 22 (100.00) 22 (100.00)

Source Based on Field Survey

Findings and Suggestions

- BRC Coordinators visits were found on an average less than once in a month in both (primary and upper primary schools) for providing academic input.
- NPPC coordinators visits were also less than once in a month in both types of schools.
- The filled in data capture formats have been sent to the district office.
- General school conditions were better at the upper primary school level as compared to the primary level by the investigators.